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ABSTRACT

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 14 chapters. The major portion of the guide, which outlines the curriculum, is divided into five sections, one each for kindergarten, and grades 1-2, 3, 4, and 5-6. The guide is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Specific objectives and skills to be developed are listed at the beginning of each section. Numerous activities are suggested in each section, with detailed descriptions and "hints to the teacher" provided. Games are the primary activity in grades 1-3; tumbling is added in grades 4-6, and dancing in grades 5-6. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed in the activity description. A list of record sources and a short bibliography of teacher references are also included. STUDENT ASSESSMENT: No mention is made of evaluating skills. The guide includes directions for using the Wetzel Grid for Evaluating Physical Fitness, which compares individual physical development--height and weight--to standard norms. (RT)

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PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOLS

Prepared

by

The Department of Health, Physical Education, and Safety

Elementary Education Division

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Kindergarten through Grade Six

Wilmington Public Schools
Wilmington, Delaware
Gene A. Geisert, Superintendent

March 1969

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FOREWORD

There are no set ways of educating children. New ideas and new methods of instruction are constantly being developed and the professional educator must constantly examine and evaluate them.

This guide for use by elementary classroom teachers is the result of several months of work and is an excellent example of the Wilmington Public Schools response to new ideas and methods.

As is pointed out later in the guide, the task of education does not end with the traditional Three R's; the public school cannot limit itself only to intellectual growth if it is to do its job well.

Physical education is a vital part of the total program in Wilmington's schools. While we maintain a large staff of physical education specialists who work regularly with the children there is much that the regular elementary classroom teacher can do to supplement the program. The material in this guide, which was prepared by members of our own professional staff, is designed to illustrate for the classroom teacher how she can help to achieve a more effective physical education program for youngsters.

This guide, and the many others that are prepared regularly by the staff, indicate this system's keen interest in the need to constantly up-date and improve the instructional program for the youngsters who attend Wilmington's public schools.

Gene A. Geisert
Superintendent of Schools
March 1969

ACKNOWLEDGEMENTS

The Physical Education Guide for the Elementary Schools has been in the process of development for a long time. It was developed by teachers with the help of consultants. Many have contributed to the production of this guide. It would be impossible to thank adequately each and remember all who have given of their time, ideas, and materials.

The work of the guide was under the leadership of Mrs. Reggie Wade and Mr. Stanley Zulkowski, co-chairmen of the guide committee. All teachers of elementary physical education have contributed to the success of the guide. During the three and one-half years that the work progressed, several workshops were conducted. Some of the consultants of these workshops were Dr. Eugene P. Powers, Chairman of the Department of Education, State College, East Stroudsburg, Pa.; Dr. Muriel Crosby, former Director of the Division of Elementary Education; Dr. Edward L. Whigham, former Director of Instruction; Dr. Ruth Evans, Chairman of the Women's Department of Physical Education, Springfield College, Mass.; Dr. Elizabeth Avery Wilson, American Association for Health, Physical Education and Recreation; and Dr. John H. Jenny, former supervisor of physical education for the Wilmington Public Schools.

The sincere professional thanks of all of the teachers of our children is given to the committee below who did the detail work on the guide:

Miss Jane DeVore
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To all of the above and those whose names may have been inadvertently omitted we give our thanks for this excellent guide.

William H. Griswold, Supervisor
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A. PHYSICAL EDUCATION AND THE CLASSROOM TEACHER *

At the primary level, the child needs a short period of physical education both during the morning and afternoon periods of school. The intermediate school child should have at least one period of physical education every day.

It is impossible for schools to provide sufficient physical education teachers for this daily program. It is possible for the physical education teacher to enrich the program of physical education as carried on by the classroom teacher in his or her daily work.

How shall the classroom teacher use this specialist?

USING THE SPECIALIST IN PHYSICAL EDUCATION

When the physical education teacher walks into the classroom, gymnasium, recreation room or playground, it is not a signal for the classroom teacher to leave the class in his charge and hike off to the powder room for a smoke. It is an invitation, however, for the classroom teacher to use the specialist to improve her own professional background by:

1. Observing methodology
2. Observing games
3. Asking questions
4. Seeking new materials
5. Improving own skills
6. Watching individuals in class
7. Watching entire class at play
8. Seeing each child under different conditions
9. Asking for constructive criticism of own methods and teaching
10. Seeking solutions to teaching specific skills
11. Capitalizing on an "expert's" skill
12. Asking for help in remedial work
13. Seeking specialized answers to problems of health, recreation, etc.
14. Keeping up on new literature

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*Adapted from "Physical Education and the Classroom Teacher," Physical Education News-letter, Arthur C. Crofts Publications, Vol. 3, No. 1, September 12, 1958.

The physical education teacher is not teaching the class for his own improvement, but for the classroom teacher and class to learn new things. There should be no thought on the part of the classroom teacher that this is a "free period." It isn't. She should be as eager for the visit of the specialist in physical education as she is for the visit of the reading specialist, art supervisor or any other "special" teacher employed to assist her with her work, not the specialist's work.

THE IMPORTANCE OF PHYSICAL EDUCATION

It is important for the classroom teacher to approach her duties in physical education with the same zest as she would for the teaching of reading, writing, language arts, social studies or any of the other fundamentals of the elementary school curriculum. Physical education is as fundamental in the education of the elementary school child as the "three R's." It must be approached as such.

AFTER THE SPECIALIST IS GONE

What shall the classroom teacher do after seeing the lesson taught by the physical education specialist? If she is on her toes, she will have a conference with the specialist. Together they will seek solutions for the problems she has in motivation, teaching methods, developing game and sports skills, improving form and a host of other areas. Such problems always arise when the classroom teacher comes in contact with physical education instruction--in which so many have little experience or interest.

It is the classroom teacher's responsibility to follow through on the lesson taught her class by the specialist. You don't learn to read, spell, write, with one application. Nor do you learn physical skills or the objectives set up for the program with a "once over lightly" application given twice each week.

THE CLASSROOM TEACHER'S RESPONSIBILITY

It is the classroom teacher's responsibility to recognize the place of physical education to her class. The appearance of a physical education specialist is not a sign for her to relinquish that teaching responsibility. It is proof to her that the school administration recognizes the importance of this fundamental and has appointed additional personnel to assist her in enriching the curriculum. She should use the specialists in physical education as she would specialists in any other subject areas.

The specialist is not a supervisor. Both specialist and teacher have a mutual responsibility. Each should expect to complement the other's work. The classroom teacher with her intimate knowledge of her class's problems and each student's needs can build upon the theory and practice of the specialist who cannot hope to know the children as well as the classroom teacher in her daily contact with the class.

The specialist does have a vast store of physical education materials. This specialist knows when to teach certain activities as well as how to teach them. The classroom teacher should "pick clean" the bag of aids that the specialist is most willing to give her.

After learning how and when, the classroom teacher should then put what she has learned into practice by having daily periods of physical education to supplement the assigned periods rather than merely turning her class out to play or using the time allotted for physical education as additional reading or spelling time.

The place of the classroom teacher in the physical education program is to continue to teach physical education as she has observed it being done in assigned periods by the physical educator, specialist, or resource person.

B. Correlation of Physical Education with Curriculum

There are many ways in which physical education may become alive and be made part of a unit of study in the classroom. For example, in the primary grades a unit of work may be studied on "The Farm." By teaching various self-testing activities relating to farm animals such as the duck walk, bunny hop, and the dog run, children will have fun, enjoy much physical activity, and the program will be closely correlated to the unit. Interpretative dancing might include high-stepping horses, horses pulling heavy loads and frolicking lambs and calves. Other activities could include dances and singing games such as "Oats, Peas, Beans, and Barley Grow," "Jolly Is the Miller," and "The Farmer in the Dell." Games may include "Lame Fox and Chickens," "Flowers and the Wind," "Dog Catcher," and "Run, Rabbit, Run." Story plays could include Helping Farmer Brown Gather Eggs, Going to the Pasture to Bring in the Cows, and Feeding the Chickens. "Cat and Mice" and "Squirrel and the Nut" are examples of classroom games for this particular unit.

A sixth grade group might be studying a unit of work on the United Nations. Physical education could very easily become a part of this unit through studying about and participating in games and dances of the various member countries of the United Nations. Wilmington schools are fortunate to have children from various countries. A wise teacher will use these children to assist in the presentation of games, dances, and other physical activities of their native countries.

The two examples of units of work show in a small way how physical education may be correlated with them. The examples are by no means complete. However, through them the teacher may understand some ways she or he may make their physical education a part of the total unit. The names of games and activities may be changed to meet the situation.

C. Specific Subject Correlation

Physical education may be correlated to the various subject fields in the following ways:

1. Language Arts
   a. Learning names of games and equipment.
   b. Learning new words - vocabulary and spelling.
   c. Reading the directions of new games.
   d. Giving oral directions of games and the discussion of the day's activities.
   e. Performing pageants, plays and dramatizations.

2. Social Studies
   a. Studying various manners of play and recreation in different countries.
   b. Noting environmental conditions in relation to their activities. For example, certain activities are possible and desirable because of weather and the general climate.

Specific Subject Correlation (continued)

2. Social Studies - continued
   - c. Learning democracy through group work and team cooperation.

3. Mathematics
   - a. Determining areas and perimeters of play spaces.
   - b. Figuring averages in tournaments and various games, such as batting average in baseball.
   - c. Determining diameter, circumference, and radius of balls and circles used for games.

4. Science
   - a. Camping and outdoor activities.
   - b. Hiking.
   - c. Planning playgrounds.
   - d. Planting types of hedges and shrubbery in lieu of fences.

5. Safety
   - a. Learning and observing all safety rules and regulations pertaining to sports and play.
   - b. Knowing safe use of equipment and apparatus.
   - c. Checking playground and apparatus.
   - d. Learning the need for using safety equipment in games and activities.

6. Health
   - a. Knowing all health rules pertaining to play and sports.
   - b. Learning training rules for athletes.
   - c. Safeguarding health based on proper clothing for play, shower after activity, drinking while warm.
   - d. Knowing the effect of exercise on the body.
   - e. Knowing the need for food as fuel.

7. Music
   - a. Learning the words for rhythms and singing games.
   - b. Making tom-toms, gourds, rhythm sticks.
   - c. Improving rhythmic response through movement to various forms of accompaniment.
   - d. Understanding and appreciation of phrasing, accent, and quality of music through the use of wide varieties of accompaniment.

Physical Education in the Elementary Program

General Objectives

1. Development of the organic systems of the body as a basis for physical fitness.

2. Development of physical skills and understandings by providing a wide rich program of activities that demand and increase neuromuscular skills.

3. The development of health habits by providing ways and means for practice in wholesome living.

4. The development of habits and attitudes favorable to the wise use of leisure time.

5. To develop the principles of good sportsmanship thus building toward character and better citizenship.

6. An appreciation and understanding of all other phases of curriculum through integration which enriches the whole educational process.

I II. Class Organization for Gym and Playground

Organize Group into Squads

The number of children in a class generally necessitates the organization of the group into squads. This contributes to the success of a play period. It enables more children to be participating actively and allows for opportunity of developing good leadership and fellowship.

Methods of Selecting Squads

1. Select leader and have him choose squad.
2. Have the class count off by numbers, that is, 1-2-3-4, and then all the one's, two's, three's, and four's are members of one squad.
3. Use the months of the year where students born during Jan., Feb., March, will be on one squad, April, May, June on another, and so forth.
4. Have four different colors of paper and then have children pick a color out of a box. Red is one squad, blue another, etc.

It is good practice to select new squads every three or four weeks. This prevents rivalry between squads and permits more children to become leaders of a squad.

Game Formation

The skills for organizing players into game formations - circle, free, line, file, etc., are important to the success of the game period.

Directions for organizing game formations.

1. Circle Formation - This is the simplest formation to get a group into. Children stand side by side in a straight line. Then they join hands with their neighbor. The two people on the ends are asked to walk towards one another and join hands.

2. Double Circle - After the single circle is formed, have the children face a partner. One of the partners will be in the inner circle and the other in the outer circle. Or have the children count-off by "two's." Then the number "one" will be in the inner circle and number "two" in the outer.

3. File formation - is used for relay races. Have the children count off by four, five, or as many teams as desired. Appoint a leader for each team and have them stand side by side. All numbers "one" will stand behind their leader, numbers "two" behind theirs, etc.

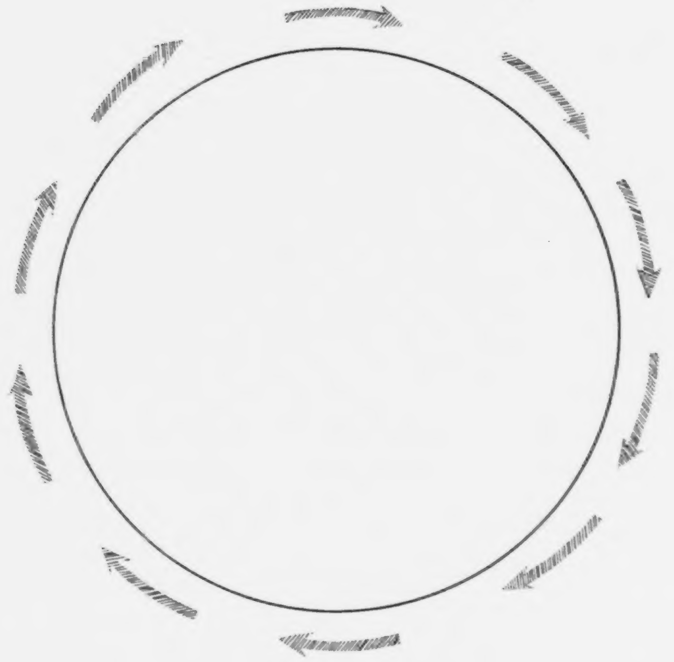
Directions for organizing game formations (continued)

4. Line or Rank Formation - is formed for games where children line up side by side on goal or boundary areas to face the leader in such games as Pom Pom Pullaway, Pinch-O, Boiler Burst, etc.

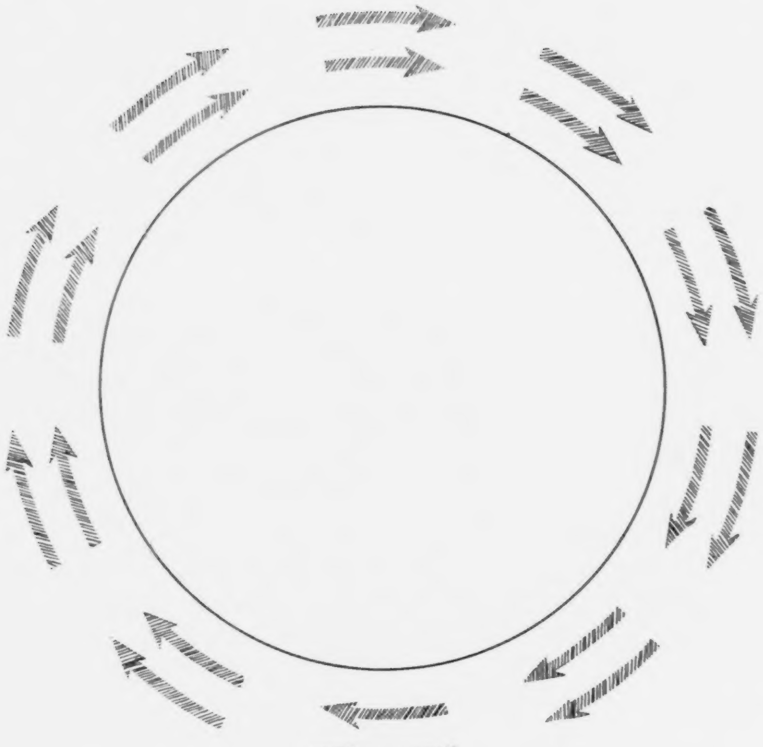
5. Zig Zag Formation - Players stand in a two-line formation, usually a full-arm's distance apart, the two lines face each other with a considerable distance between lines, depending on the activity. Each player stands opposite an opening in the opposing line. This formation is used many times in passing and running drills.

The chart for formations for class organization will help you to get a clearer picture of the formations.

CIRCLE GAME PATTERNS

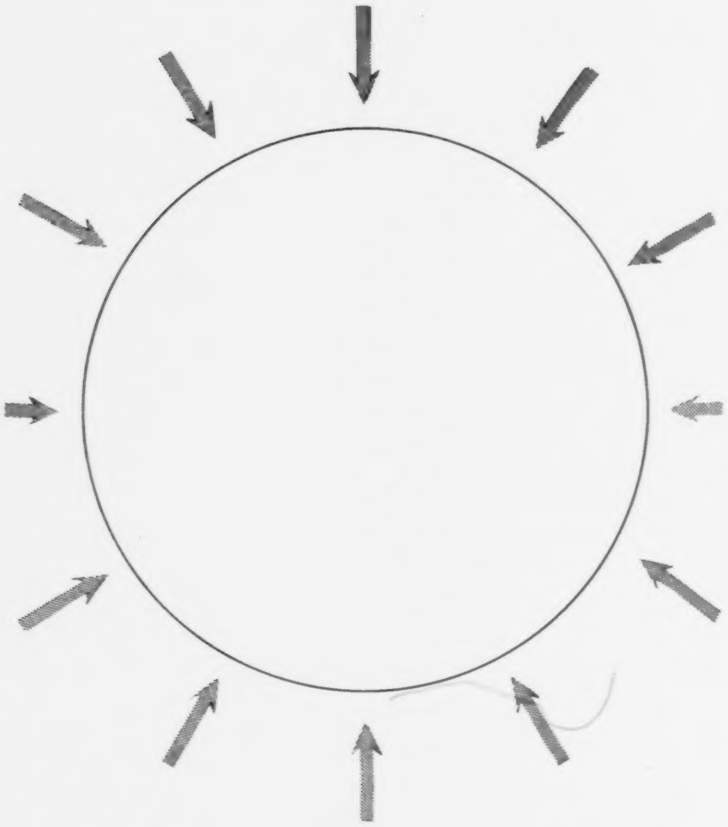


SINGLE CIRCLE FACING CLOCKWISE

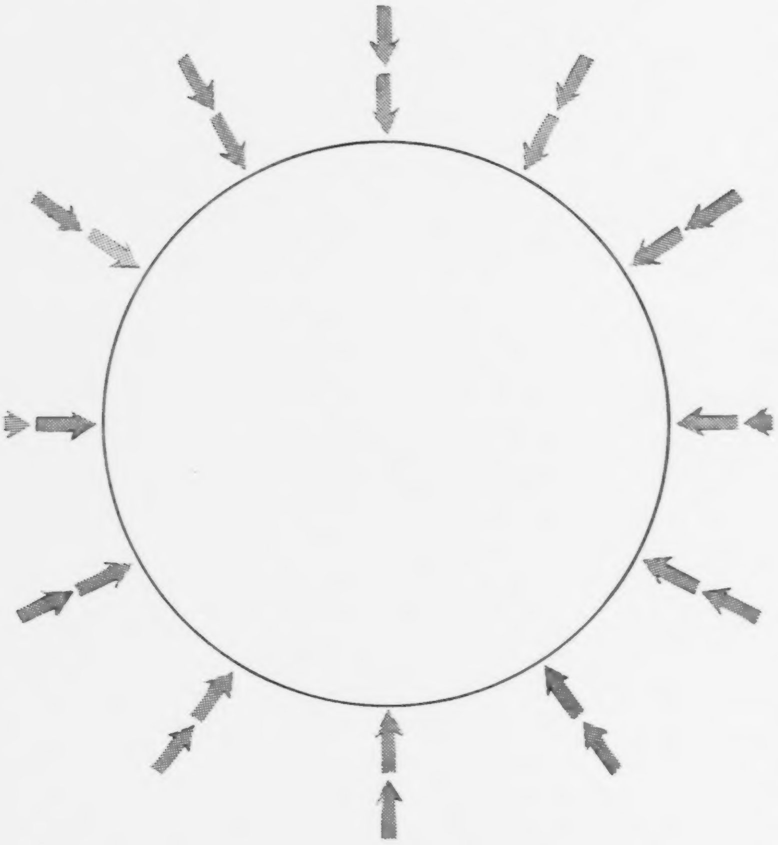


DOUBLE CIRCLE, PARTNERS
FACING CLOCKWISE

CIRCLE GAME PATTERNS

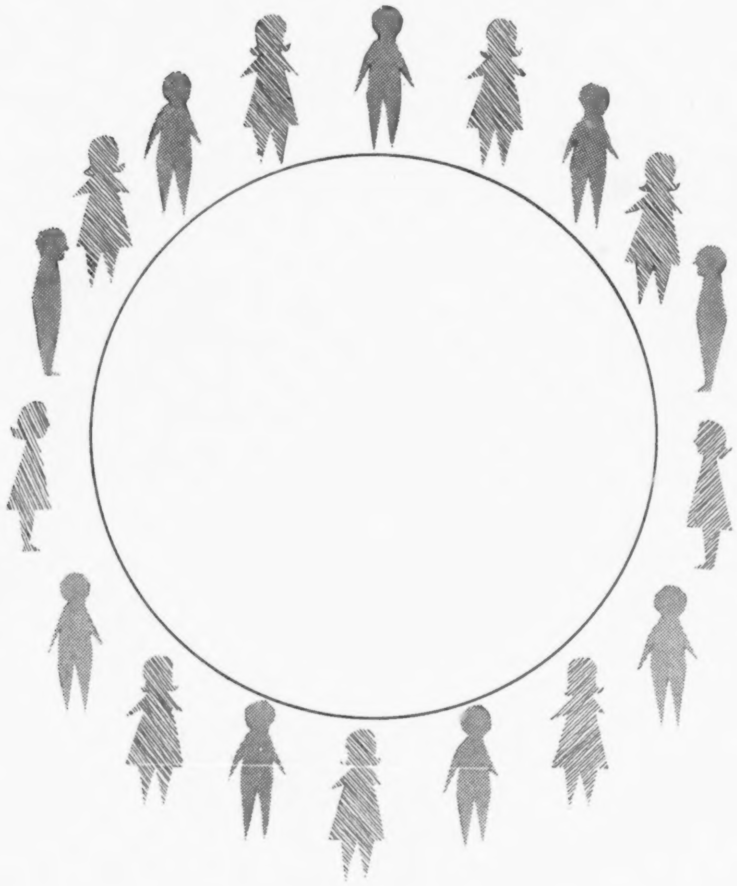


SINGLE CIRCLE FACING CENTER

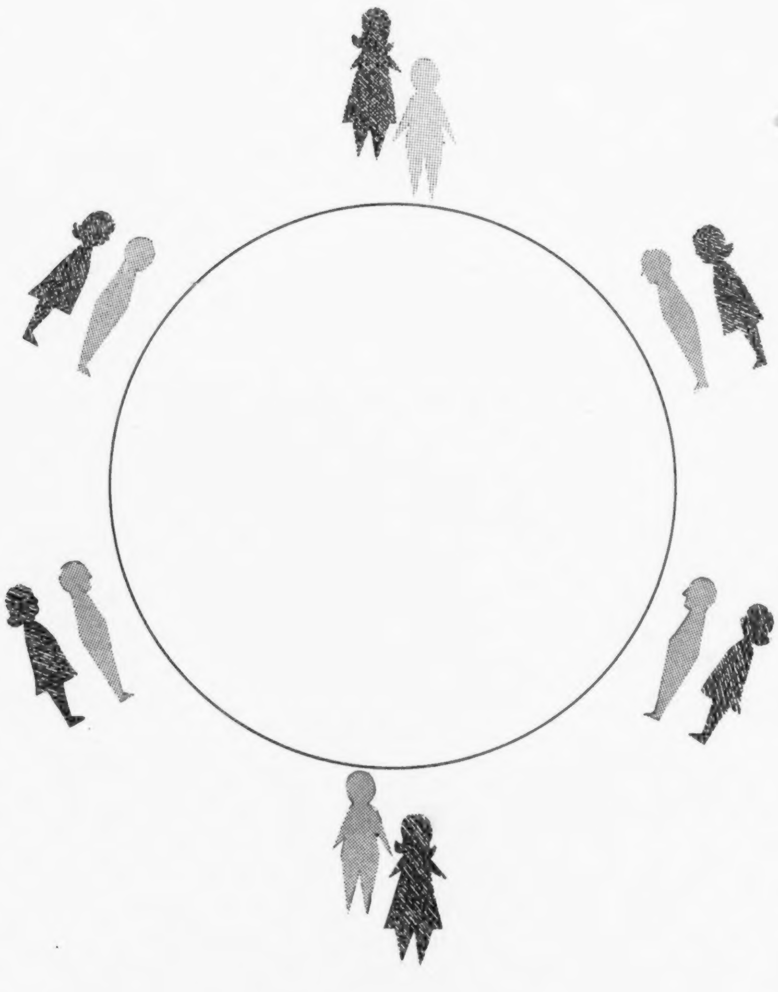


DOUBLE CIRCLE FACING CENTER

CIRCLE GAME PATTERNS



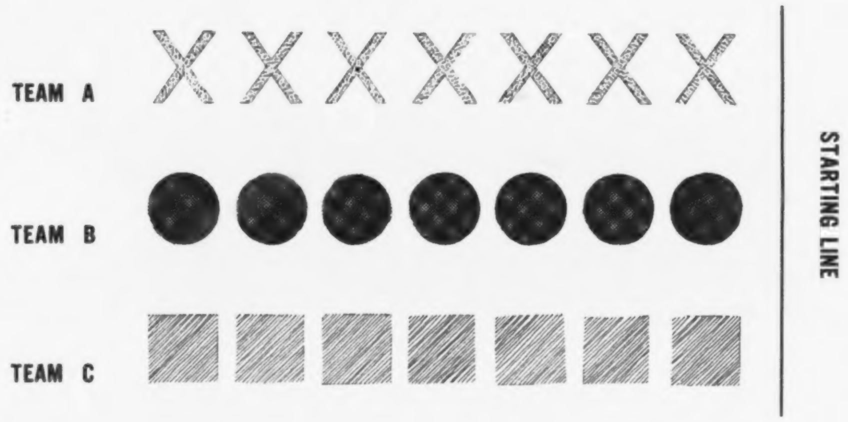
SINGLE CIRCLE FACING CENTER
PARTNERS, GIRL RIGHT OF BOY



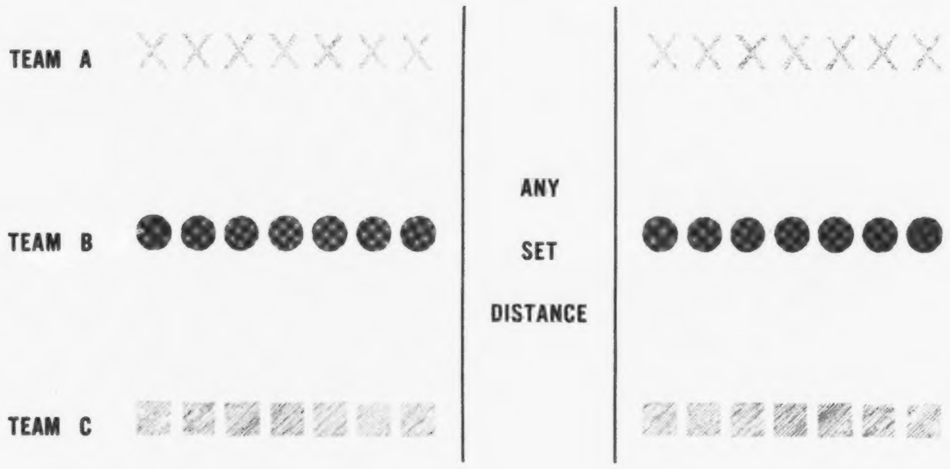
DOUBLE CIRCLE, PARTNERS FACING

FORMATIONS USED IN RELAYS

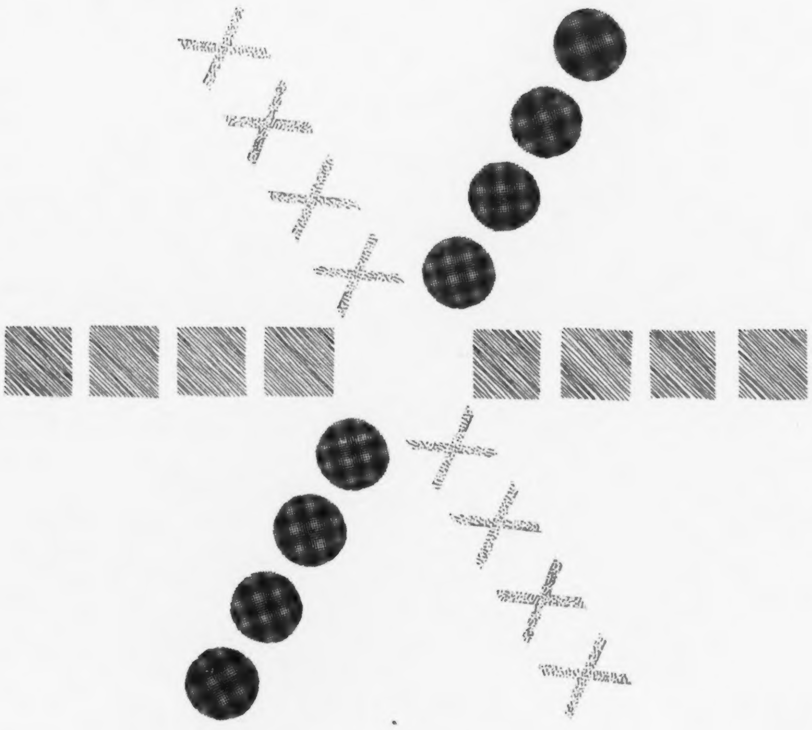
ROW METHOD


TEAM A
TEAM B
TEAM C
STARTING LINE

SHUTTLE METHOD


TEAM A
TEAM B
TEAM C
ANY
SET
DISTANCE

SPOKE METHOD



IV. Art of Teaching Games

How to Teach a Game

One of the best methods of teaching a game is to name the game that is to be played first, and then make a full explanation of it before the students take their places to play. If the teacher does this in her classroom, illustrative diagrams may be drawn on the blackboard, and then it is good to have some students demonstrate the game. A similar procedure is used on the playground. However, never try to teach and play a game at the same time. Evaluate the game back in the classroom after it has been played.

Practical Hints in Good Game Leadership

1. Make the play snappy and vigorous. Introduce the game as briefly as possible.
2. Develop a play philosophy. Avoid the idea of work in games.
3. Stop a game before it becomes dead. Play the game to a high point, then quit.
4. Avoid horse play. When you see this is starting, stop it immediately.
5. Never attempt to explain anything until the group is quiet and attentive.
6. Before attempting to teach a game, know it thoroughly and clearly in your mind.
7. Use all the variations to a game.
8. In team games, encourage the losers, urge them on, but be fair in all judgments.
9. Every team should have a leader or captain elected.
10. Shy, backward players should be encouraged to play.

Some Do's and Don'ts

DO

1. Do make use of pupil suggestions in making rules.
2. Do modify a game to meet the needs for space, equipment, and number of players.
3. Do let the spirit of play prevail.
4. Do establish boundaries as definitely as possible so that there can be no questions in the children's minds where they may or may not go.

Some Do's and Don't (continued)

DO

5. Do remember that pupil's lack of interest in a game usually is the result of poor selection, lack of skill, or inadequate understanding of the game.
6. Do enforce the rules of the game; this promotes fair play and better understanding of the rules.

DON'T

1. Don't make rules in a game and not enforce them.
2. Don't forget to praise a child for his good effort in playing.
3. Don't forget to use leaders often.
4. Don't forget to allow children to assist in the selection of games.
5. Don't over-emphasize winning.
6. Don't permit a few to control the game.

V. Evaluation

In evaluating any educational program it is necessary to keep in mind thd objectives of that program. The testing program will then be in keeping with activity testing and these activities will have been chosen to enable the instructional staff and the students to reach the objectives and specific learnings sought for in the light of needs and interests of both the individual and society.

Evaluation for the Teacher

The testing program in physical education has been devised to judge individual and group progress. The outcomes and results of these individual tests are generally reported to the parent and the child through the school's regular reporting system. The classroom teacher should, through her activities in the gym, on the play field, and at recess, be in constant touch with the progress of the class. In consultation with the physical education teacher she will have been able to report adequately the pupil's progress.

Evaluation for the Pupil

The reporting system of the school is in essence the culmination of the various methods of judging pupil progress. Through student conferences, parent conferences, self-testing activities and the report card system the parent becomes acquainted with the child's progress.

For the Parent

The parent is informed of the pupil's progress through individual conferences with the classroom teacher, with the physical education teacher and the regular reporting system of the school.

Questions Asked by Teachers

1. What equipment should be in each classroom?

First and Second Grades

2 or 3 rubber playground balls - 8½-10 inches in diameter
3 or 4 jumping ropes - single
3 " " - double
Record player and rhythm records
6 bean bags

Third and Fourth Grades

Same as above, plus
2 Softballs (rubber type)
2 Softball bats (lightweight)

Fifth and Sixth Grades

Same as above, plus
1 rubber outdoor basketball, junior size
1 " " football, " "
1 " volleyball

Every room in school should also be provided with a commercial game and hobby locker. There should also be, somewhere in the building, a ball pump, repair kit, steel tape, and line marker.

2. Should a classroom teacher be with her class when they have physical education with a specialist?

It depends on the amount of classes schedules per week. If gym class is only once per week, a teacher should attend so that she or he may help to facilitate the carry-over of the activities.

If gym class is more than twice a week, a teacher should make it a point to attend at least half if not more, not only for a carry-over but to see the class in play activities and to understand some of the needs required by her class in other activities.

3. What percentage should be allocated to games, rhythms, skills or self-testing activities?

In primary grades, approximately	50% to games
	35% to rhythms
	15% to skills, etc.
In intermediate grades	50% to games and sports
	25% to rhythms
	25% to skills, self-testing, rules, etc.

Questions Asked by Teachers (continued)

4. Is there a special type of equipment to be used in elementary schools?

For the intermediate grades, there are junior size balls for all sports. They are exactly like the standard balls with the exception of size. They are smaller to help meet the needs of the smaller children.

5. Is it possible for the physical education teachers to work with the classroom teachers in preparing a unit on social studies in different grade levels?

Yes, as a matter of fact, included in this guide are activities that are suitable to each grade level and when both teachers work and plan together, a well-rounded unit can be achieved.

6. Are there any special exercises that can be done in the classroom to relieve tensions?

Yes, there are. These exercises should follow one another in rapid succession.

1. Rise on toes and raise arms slowly foreupward, stretching as high as possible. Return. (Repeat several times.)

2. In the standing positions, relax muscles of the neck and the spine and bend the trunk foredownward. With the trunk relaxed in this position bob it up and down three or four times over a distance of five or six inches. Raise the trunk. (Repeat twice.)

3. Place the hands on top of desk or chair. Bend the knees deeply and immediately return. (Repeat rapidly several times.)

4. With the feet four or five inches apart, retract the abdominal wall as far as possible. Hold this position a few second and then relax. (Repeat about four times.)

5. With arms at the sides, inhale deeply with chest raising. Exhale. (Repeat several times.)

6. With the feet about eighteen inches apart in a stride stand and the arms at the sides, bend the trunk from side to side in slow rhythm, reaching downward with the hands on the side toward which the trunk is bending.

VI. Growth and Developmental Characteristics Affecting Physical Education Program

KINDERGARTEN
(Fours & Fives)

Characteristics of the Kindergarten Child	Application to Physical Education
1. Full of energy, a "doing" child	1. Provide an abundance of large muscle activity in plenty of space, with play apparatus, encouraging vigorous, free body activity.
2. Growing very tall, particularly legs. Predominantly large muscle development, coordination slowly developing. Can balance, run, jump, hop, etc., throw and catch large balls with varying degrees of success. Enjoys stunts.	2. Running, chasing, climbing, pushing, using big muscles. Use of big muscles and response to music. Emphasis on the development of arms, shoulders, and leg muscles. Teach skills of body control, with enough practice time both free and directed, to learn, for all-over body development. Give a variety of experiences with short periods of practice.
3. Tires easily. Heart and lungs small for height and body weight.	3. Rest periods with an awareness for the needs of individual children. Balance program between quiet and active periods.
4. Eyes tend to be far-sighted and do not change focus quickly and efficiently.	4. Use large equipment with stationary positions.
5. Loves rhythms.	5. A natural to build activities from, and a large part of the program should have rhythmic background.
6. Emotional adjustment to his (usually) first group experience, strongly flavors behavior in other areas.	6. Standards low enough to insure some success for everyone. Plan to give pleasure and benefit to each child and opportunities to release tensions.

Characteristics of the Kindergarten Child	Application to Physical Education
7. A large variety of individual reactions which need guidance to merge into successful group activity.	7. Make available opportunities for individual needs and help each with his particular problem. Accept him as a unique individual and allow him to start at his own level and progress at his own rate.
8. Needs plenty of praise and encouragement, and personal attention.	8. Lavish. Still dependent upon adults for affection, warmth, and enthusiasm.
9. Emphasis is upon "I," "Me," "Mine."	9. Avoid program with many waiting turns and sharing. Provide plenty of opportunity for individual achievement.
10. Plays in small groups for longer periods as experience grows.	10. For activities, separate the class into small groups. Encourage cooperative play and have children help set up standards of what it means to them to be a good player.
11. Very little competitive spirit. Some leader and follower relationships. Developing a sense of fairness.	11. Encourage leadership with wide opportunity for leadership experiences. Use some child leadership. Encourage following rules to best of one's ability.
12. Attention span is very short, but loves to "do again," "again," and "again."	12. Simple activity organization, very simple directions, most of them suggested and carried out by the children. Must be interesting, correlating with the interests of the children. Know a variety of materials and present a well-organized program so group activity will not disintegrate.
13. Enjoys dramatic and imaginative play. Loves to experiment and create, and very curious.	13. Provide for creative expression, for the use of materials, for freedom to move about. Anticipate questions and answers.

Kindergarten Level

A. Specific Activities

GAMES

Games adaptable to kindergarten are loosely organized. They are usually of the circle type or free formation, where the children are scattered over the entire playing area. Games should include a great deal of bodily activity. Competition in games is not important to kindergarten children. They are more interested in improving their own skills and in bettering their own record. Games not already adaptable to a large group should be made so, (such as having 2 farmers in "The Farmer in the Dell") or should be played in small groups in order to eliminate waiting for turns.

Active Games

Story play

Story play is a valuable form of Physical Education for kindergartens. In these activities the child imitates and impersonates incidents he has seen. Story plays may be seasonal, may be used in connection with holidays, or may be related to their school work.

Teachers and children should work out and adapt story plays of their own based on stories already familiar to the children. The whole body should be brought into the movements if possible. No formal command should be given. Circle formation is preferable.

"Autumn in the Woods"

1. Skip in the woods-(skip around the circle)
2. Climb into trees to look into bird's nest-(reach high with alternate arm and foot)
3. All run and jump over brook-(turn to outside of the circle, run and jump, turn around and run back to circle formation)
4. Throw stones into brook-(stoop and secure stone, throw and jump back from splash)
5. Shake tree branches to see leaves fall.
6. Walk rustling the leaves-(walk around the circle)
7. Gather leaves and toss into pile.
8. Jump into pile of leaves.
9. Hop home (hop around circle)

Chasing Games

Chasing games have an enemy, an "it." They include a number of such elements as hunting, chasing, tagging, dodging, hiding, and fleeing.

"Brownies and Fairies"

The players are in two groups: one group is called the fairies, and the other is called the brownies. Goal lines are marked across both ends of the play area. The brownies are on one goal line and the fairies on the other. Each group, in turn, stands on its goal line with the player's backs turned towards the other group which, upon a silent signal from the teacher, advances silently toward the goal line. When the brownies are advancing, the fairies are standing on their goal line; the brownies sneak up very quietly and when they are within approximately ten or fifteen feet of the fairies, or within a reasonable distance for a good chase, the teacher calls out, "The brownies are coming." This is the signal for the fairies to turn and chase the brownies, who run for safety behind their own goal line at the opposite end of the play area. Any brownie who is caught by a fairy before he reaches his goal line becomes a fairy and goes with the child who tagged him to the other goal line. The game is repeated with the fairies sneaking up on the brownies while they stand on their goal line with their backs turned.

Singing Games

Singing games provide experiences in rhythmic movement. They are the forerunner of folk dancing which is found in the upper grades.

"Farmer in the Dell" - Record - Victor 21618B
Reference: see 1st and 2d grades

Running Games (without the element of chasing)

"Stop and Start"

Children run in the direction pointed out by the teacher and stop immediately when the whistle blows. Then the teacher may point in another direction and give the command "fly," "hop," or "skip," etc. (animal mimetics may be used as the children learn them)

Passing Games -- (teaches grasping)

"Chase the Animal Around the Circle"

The teacher presents an object to the children to be given an animal's name. The "animal" is then passed around the circle and back to the teacher, who starts him around again, this time sending another animal (children's choice) out to chase him. The game is made progressively difficult by increasing the number of objects sent around the circle, by making them varied in shape and size and by changing direction of the pass. By calling bean bags, balls, or other objects animals, a passing game, which otherwise is objectless to the small child becomes lively and interesting.

Quiet Games (Classroom)

Quiet games are useful for indoor play and for interspersing with active games to provide a variety of interest, or to provide a way of slowing down play when it is felt that the children need a rest from active play.

1. Quiet Circle Game

"Poison Ball"

Single circle formation, players sitting on the floor facing the center, legs crossed. The ball is poison. If the ball is rolled quickly from player to player around the circle, no one will be poisoned by it. A player will be poisoned by it, however, if he allows it to stop in front of him, if he bats it off its course around the circle, or if he holds or lifts it. The poisoned players sit in the center of the circle.

2. Story Play

"Old King Cole's Orchestra"

Once upon a time there was a king named Old King Cole. He loved music very much and often called for his court musicians. Let us pretend that we are his musicians. Today he wants to hear the violins, cellos, bass viols, piccolos, drums and clarinets. (teacher should select a group for each instrument). When I raise my baton, let us all begin to play. (the teacher plays a record and the children imitate the various instruments.)

3. Seeing Games - (stimulates sense of perception)

"Policeman and Lost Child"

Single circle formation. The teacher playing that she is a mother calls some child in the group pretending he is a policeman. The "policeman child" answers the call. The mother solicits the aid of the policeman in the search for her lost child. The policeman asks the mother to tell what her child is wearing. The mother describes in detail the clothes which her lost child is wearing. The policeman looks about the circle and brings to the teacher the child answering the description. Sometimes in order to make the game more complicated, several lost children (or lost objects) are to be found.

4. Mental-gymnastics Games

"True - False"

The teacher makes a statement such as "birds fly," "fish run;" if the statement is true the children raise their arms high above their heads, if the statement is false they clap once.

5. Guessing Games

"Guess Who"

Circle formation, hands joined, players facing the center of the circle. Choose one player to stand in the middle of the circle with his eyes blindfolded. The players in the circle walk around him until he claps his hands and says "stop!" They stop and he points to a player in the circle. This player steps into the circle, attempts to conceal his identify by changing his voice. If he guesses the correct name, he remains in the center. If he fails, the circle player who was pointed to becomes the center player.

B. Self-Testing Activities

Self-testing activities are offered to kindergarten children in the form of mimetics. They may be correlated with various units of study. Mimetics may be accompanied by music. They are the forerunner of creative dance. Mimetics are very closely related to story play except that they are more formal and more attention is paid to the way in which the exercises are performed.

a. Elephant Walk

Bend from the waist keeping knees straight. Trunks are formed by clasping hands and extending them in front. Take slow, lumbering steps, swinging arms from side to side.

b. Duck Walk

Walk in a deep squat position, keeping the knees far apart, back straight, and head high. Arms may be bent and waved up and down to imitate wings.

c. Puppy Run

Walk or run on all fours, using short steps.

d. Bouncing Ball

Jump up and down lightly on the toes, gradually lowering the height of the jump until a stooping position is reache

C. Rhythms

Free bodily movements are sought in the kindergarten rather than patterned steps. Emphasis should be placed on the fundamental forms: walking, running, skipping, hopping, jumping to music.

Hints for the teacher:

Steps in simple interpretation of time and accent

1. Listen to the rhythm
2. Clap or tap with sticks or foot
3. Express the rhythm by other bodily movements which children originate
4. Express differences in tempo, slow and fast
5. Learn to differentiate between loud and soft
6. Let children with strong rhythmic sense lead the group

Steps in interpretation of ideas

1. Express ideas in dramatic form without music such as horses galloping
2. Play characteristic music for this activity while children listen
3. Express ideas both rhythmically and dramtically
4. Let music itself suggest the activity, "What does this music make you think of?" "How does it make you feel?"

Individual interpretation should be encouraged, but shy and backward children should not be made self-conscious.

a. Marching to music when teaching marching it would be helpful to -

Records
  Victor No. 4314
    March of the Little Lead Soldier
    March Militaire
  Victor No. 1, Vol. 2, Album E-72
    March (Alceste) - Gluck
    March in D Flat - Holsender
    March (Nutcracker Suite) - Tchaikovsky
    Soldier's March - Schumann

b. Walking to music

Music
  "Walking Song"- The American Singer, Beattie (Book One)
  "Chorus" - Play a Tune, Leavitt and Glenn
  "Folk Dance" - same as above
 May use the following nursery rhymes:
  "There Was an Old Woman"
  "Little Boy Blue"
  "The Little Old Woman in the Shoe"

c. Skipping to music

Music
- "Pop Goes the Weasel" - *The American Singer*, Beattie (Book One)
- "Skip" - *Rhythms and Dances for Pre-School and Kindergarten*, Harvey

Records
- Victor No. 3, Vol. 1, Album E-71
  - Military March: plain skip; Skipping Theme: Theme for Skipping; Tiptoe March; Wheelbarrow Motive

d. Galloping to music

Music
- "Gallop" - *Rhythms and Dances for Pre-School and Kindergarten*, Harvey
- "Galloping Horses" - *The Rhythm of Childhood*, Crawford and Fogg
- "Ride-A-Cockhorse"

Records
- Victor No. 3, Vol. 1, Album E-71

e. Running to music

Music
- "Gypsy Song" - *The American Singer*, Beattie (Book One)
- "Let's Run a Little Way" - *The Rhythms of Childhood*, Crawford
- "The Wind" - *One Hundred and Forty Folk Songs*, Davison and Surette

Records
- Victor No. 3, Vol. 2, Album E-72

f. Music for Dramatic Interpretation

Music
- "Airplane Song" - *Songs for the Nursery School*, MacCartency
- "Row-Row-Row Your Boat"
- "Circus Music" - *Rhythm and Dances for Pre-School and Kindergarten*, Harvey
- "Dances of the Little Indians" - *Child Land in Songs and Rhythm*, Jones

Records
- Victor No. Y-12
  - Let's Play
  - Train
  - Fire Engine
  - Telephone
  - Elevator
  - Streetcar
  - Airplane

Free play is provided so the children can choose from their own experiences activities, to experiment, to try to solve their social problems, to cooperate on their own initiative instead of teacher direction, and to find the happiness of "what you want to do with the people you want to do it with."

FREE PLAY

Outside, the play area should be spacious, safe, and have a variety of good surfaces to suit particular activities.

The teacher, of course, supervises all of the children all of the time. She encourages, directly and indirectly, independent, wholesome, safe play and use of equipment.

VII. Growth and Developmental Characteristics Affecting Physical Education Programs

PRIMARY LEVEL
(The Six to Eights)

Characteristics	Needs	Recommended Action
Full of energy but easily fatigued; Heart growing rapidly	Physical Activity Frequent rest periods Adequate rest	Short periods 15-30 minutes Relaxing activities (rag dolls, quiet games, etc.) Daily physical activity
Like to play together	Large space to play Feeling of belonging to group	Mixed groups of boys and girls
Not particularly interested in team games	Active running and climbing activities	Group games of low organization involving running, climbing, chasing that require little instruction, involve big muscle activities
Large muscles better developed than small ones Like to use hands Enjoy songs and rhythms Learn best through active participation	Motor activities instead of abstract learning	Stunts and self-testing activities Dramatic play Rhythms-fundamental movements of skipping, running, walking, hopping, and singing games and folk dances
Anxious to do things well Sensitive to feelings of group and adults	Avoid humiliation Adult and peer approval Feeling of accomplishment Sympathetic understanding for lack of muscular coordination Learn by direct experience	Show an interest in each child's progress Give praise Select activities in which all children can participate and achieve some measure of success and satisfaction
Poor posture may develop	Learn health precautions and health habits	Select a variety of activities for well-rounded development

Characteristics	Needs	Recommended Action
A period of fun, fantasy, fear	Activities requiring some responsibility, no pressure Safety education	Stress participation and fun, not winning Assign pupils some responsibilities for equipment, leadership--rotate so each pupil has a chance Stress safe play

see chart for additional references

WE GROW IN

	PHYSICAL	SOCIAL
THE FOURS	Need opportunity for plenty of activity Need equipment for exercise of large muscles Need occasional help but can usually eat, dress, and wash themselvel Need frequent rest periods Want to handle blocks, clay, etc. Have developed preference for right or left hand Show fatigue by becoming restless	Want praise from adults Want to be helpful in work such as errands and easy jobs Are able to play with small groups as experiences grow
THE FIVES	Need many physical activities using large muscles Need frequent short rest periods Are beginning to learn to control small muscles but are not capable of control needed for reading, sewing and other fine work	Still need adult approval Like to work and play with small groups Want opportunities for dramatic play Want to be helpful Emphasis is upon "I","me","mine" Very little competative spirit
THE SIXES	Still need physical activities using large muscles Need rest periods Are eager, highly active, easily fatigued Are getting first permanent teeth - the sixth year molars Seem to be unusally susceptible to communicable and respiratory diseases Are in a period of great physical changes	Want to do things for themselves Want to express themselves through dramatization and imitation Want to work or play with small groups, but are not interested in highly organized games Want variety in work and play Ignore sex, race, and social status in choosing friends Want approval from teacher

WE GROW IN MANY WAYS

CIAL	MENTAL	EMOTIONAL
from adults elpful in work such and easy jobs play with small periences grow	Like imitative play Prefer large toys Imitate behavior observed in adults and other children Often have the same dislikes and likes as their mothers Attention span very short; enjoys repetition	Are energetic, restless Are proud of their own work Are verbally critical of others, may tattle, may be interested in using "bad" words Communicate through laughter as well as speech May be boastful
dult approval and play with small nities for dramatic elpful upon "I","me","mine" competative spirit	Like to observe others Are home or self-centered in interests Are interested in immediate environment Have only vague concept of remote time or places Like to build with blocks, play with trucks, dolls, etc. Like stories of animals that behave like people	Are serious, business like May resume some earlier tension-showing habits such as thumb-sucking Want to be self dependent in matters of clothing, etc. Are cooperative and need adult support emotionally Are friendly, like to talk, but may call names Are curious and eager to learn
hings for themselves ess themselves amatization and or play with small t are not interested organized games in work and play ace, and social choosing friends l from teacher	Are beginning to assume responsibility for belongings Want consistent and orderly routine Enjoy dramatic play Enjoy stories and poems about animals, children, airplanes, etc. Begin to reach reading readiness at about six and half years	Are highly emotional May kind, helpful, friendly May be easily hurt by correction or disapproval May react by showing temper, crying or hitting May be quarrelsome and begin to question authority May call names, argue, swear

WE GROW IN M

	PHYSICAL	SOCIAL
THE SEVENS	Are growing at a relatively slow rate as compared to earlier period Still need many short periods Continue to be vigorous in behavior Need periods of rest Are losing their teeth Have better eye-hand coorinations and better use of small muscles Are easily tired Tend to have periods of calmness and self-absorption	Tend to be highly competitive Still seek approval of teacher in preference to peers Begin to join games on playground independently Choose games with boys and girls separated
THE EIGHTS	May show much change in body proportions. May gain 3 to 5 pounds or grow 2 to 3 inches Show much interest in developing skills including those using hand-eye coordinations Like active games	Are at an age when the boys and girls prefer to work or play separately Choose their own friends and join in group activities Imitate friends Are not as dependent on teacher but are still sensitive to criticism

GROW IN MANY WAYS, continued

	MENTAL	EMOTIONAL
mpetitive of teacher peers on play- tly ys and girls	Enjoy talking Have established speech habits Enjoy stories and poems about animals, children, magic, and fairy tales	Begin to apply abstract principles of fairness Have wide interests Are eager to please, but may set too high goals for themselves May be moody May retreat from too much direction by not hearing May worry about how others treat them Are able to play with a group and enjoy it
e boys and rk or play nds and join s on teacher itive to	Are beginning to understand time and distance Like to build and manipulate Are eager to be considered grown-up; for example, disvow Santa Claus Are able to count by 1, 2, 5, 10, and able to tell time Begin to read faster silently than orally Can learn by rote but still learn best through activity Like jokes and riddles Add an interest in people of long ago and far away to reading interests	Are often gay, cheerful, curious about others Enjoy jokes, especially practical jokes Dramatize, often stretching facts Are critical of people, and may be demanding of adults Are noisy, especially when angry or tired Begin to want prestige in group and may seek it through boasting

WE GROW IN MANY WAYS

	PHYSICAL	SOCIAL	
THE NINES	Have approximately normal adult vision Enjoy activities requiring coordination of small muscles Want to acquire skill in games and sports	Show strong desire for group activity and group projects Have awakened sensitivity to social approval of group Begin to show sex modesty but still continue to play in groups with boys and girls separated Begin to pay more attention to choice of friends Accept responsibility for work and belongings Like camping	Make strong r patriotic Can make chan Are intereste places Are perfectin jects Want to read interested stories of
THE TENS	Show increased skill in use of tools Are interested in different kinds of play Have good muscular coordination	Begin to grow away from acceptance of adult direction and assert independence as individuals Like games in which boys play against the girls Are interested in hobbies, gangs, and clubs, especially with secrets Are clothes and hair conscious (girls only)	Are able to u projects i weighing, Are intereste Are intereste realistic. adventure, (Electrici

ROW IN MANY WAYS, continued

	MENTAL	EMOTIONAL
for group oup projects tivity to of group modesty but o play in and girls ttention to ds ty for work	Make strong response to loyalty and patriotic appeals Can make change and tell time Are interested in other peoples and places Are perfecting skills in tool subjects Want to read for facts and are interested in adventure such as stories of the Wild West	Begin to recognize too much supervision as threat to freedom May have extreme emotional shifts Assume responsibility for jobs, want everything to be right Like competition Are able to respond well to compliments Are growing more independent and more cooperative
from accept- rection and nce as individ- boys play s obbies, gangs, ially with r conscious	Are able to use much arithmetic in projects involving measuring, weighing, etc. Are interested in how things are made Are interested in books that are realistic. Like action, adventure, and facts (Electricity, cooking,etc.)	Begin to form strong friendships with peers. (The child who has lacked emotional security has much difficulty with friendships.) Use language to express rights and feelings of others, being "fair", etc. Demand less time and attention, begin to prefer respect for increased maturity Are very responsive to praise

WE GROW IN MA

	PHYSICAL	SOCIAL	
THE ELEVENS	Are in a transition period between childhood and pre-adolescence Grow rapidly in weight and height (especially girls) Tend to be awkward if changing rapidly in weight or height Work hard at acquiring physical skills Tend to like rough games (especially boys) Tend to develop interest in other sex (especially girls)	Respect good sportsmanship Want prestige in own age group Enjoy having guests and visiting Have keen sense of competition Can work with a team Want to dress like their friends	Are in ide Want c Cooper Develo rea Enjoy mys
THE TWELVES	Grow rapidly with boys beginning to catch up with girls Are often awkward and self-conscious due to rapid growth Often have difficulty with control of muscles resulting in poor penmanship, etc. Like highly organized competitive games, but boys usually surpass girls in ability to run, etc. Show increased restlessness and need for activity Show growing interest in opposite sex	Enjoy community affairs Are interested in group activities Rate prestige within group more important than adult opinion Tend to change from "gang" interest to "best-friend" interest Have strong group loyalty Are interested in establishing independence from adult control	Are in Are ea Are cu peo Take i esp Take p Enjoy and Compar abi Want gam Are in and mec

Note: References consulted in charting developmental characteristics of elemen
Association for Supervision and Curriculum Development, Fostering Mental
Gesell, Arnold and Frances L., The Child from Five to Ten. New York: H
Putnam, Rex, Guide for Elementary Education in Oregon, Primary Division.
Reed, Dr. Carroll R., Child Growth and Development, Characteristics and
and Safety in the Elementary School. Washington, D.C.: Public Sc
Washington Public Schools, Child Growth and Development Characteristics

WE GROW IN MANY WAYS, continued

CIAL	MENTAL	EMOTIONAL
rtsmanship own age group sts and visiting of competition team ke their friends	Are interested in other people's ideas Want clubs with rules Cooperate well Develop capacity for thought and reasoning on problems of their own Enjoy books about adventure, mystery, etc.	Strive for independence Identify with peer group rather than authority Are eager to get along well in peer group May begin to show signs of beginning adolescence. (Girls mature earlier than boys.) May be demonstrative, eager to please Want pets. May develop a "crush" on horses, dogs, etc.
affairs n group activities thin group more n adult opinion rom "gang" in- st-friend" p loyalty n establishing from adult control	Are interested in earning money Are eager for new experiences Are curious about environment, especially odd things Take increased interest in hobbies, especially collecting anything Take pride in accomplishments Enjoy writing and receiving letters and writing for school papers, etc. Compare favorably with adults in ability to learn by rote Want to read adult books, try adult games, etc. Are interested in books of adventure and fantasies about great strength, mechanical objects, etc.	May begin a period of rebellion, especially if adult demands contradict peer values Want to establish independence May be moody, showing lack of self-confidence May be unstable in friendships Organize own games and cooperate well

characteristics of elementary children appear below:
elopment, Fostering Mental Health in Our Schools. Washington, D.C.: A.S.C.D., 1950
Five to Ten. New York: Harper Brothers, 1946, 475 pp.
Oregon, Primary Division. Salem, Oregon: State Department of Public Instruction, 1949
ment, Characteristics and Needs, Chart. Curriculum Committee for Health, Physical Education,
shington, D.C.: Public Schools of District of Columbia, Sept. 1946, 1 p.
velopment Characteristics and Needs. Washington, D. C.

A. SPECIFIC AIMS--PRIMARY GRADES 1, 2, 3

1. To follow simple directions without help:
    - A. Form a single circle from a straight line.
    - B. Form a single circle from a double line,
    - C. Get in line side by side.

2. To be able to use ball skills in simple game forms:
    - A. Throwing
    - B. Catching before bouncing
    - C. Catching after bouncing

3. To develop the ability to run, jump, hop, leap, without falling

4. To develop the ability to catch and throw an inflated ball increasing distances. (minimum 15' - 20')

5. To develop the ability to dodge at the approach of a moving object

6. To develop the ability to hit (with the hand), stop, and kick an inflated ball

7. To develop the ability to skip, gallop, hop, run, and walk in rhythm with music or other accompaniment, gradually developing the ability to change the mode of expression with a change in the music

8. To develop the ability to create and enjoy dramatic rhythms

9. To develop knowledge and skills in a repertoire of dramatic and singing games

10. To develop the ability to kick a ball at a target

11. To improve the ability to give and follow directions

12. To increase ability to keep in formation during a game, especially while playing single circle games

13. To develop the ability to make desirable choices

B. ANALYSIS OF SKILLS

SKILLS DEVELOPED THROUGH PRIMARY GRADE ACTIVITIES

A. Skills of locomotion
  1. Walking
    a. Balance body directly over feet.
    b. Keep spine straight but not rigid.
    c. Swing legs from hip.
    d. Bend knees enough for feet to clear floor.
    e. Push off from toes of rear foot.
    f. Touch heel of foot first, next ball of foot, and then toes to take a step.
    g. Walk with feel parallel and point toes straight ahead.
    h. Swing arms freely from shoulder, not from elbow.

  2. Running
    a. Speed up the walk tempo to run.
    b. Touch ground with balls of feet first, not with heels.
    c. Lean body forward at a slight angle from the vertical.
    d. Bend knees moderately.
    e. Use arms to help carry body weight forward.

  3. Jumping
    a. Send body high or far into air.
    b. Land with weight of body taken on both feet with knees bent.
    c. Carry body weight forward toward hands in jumping far.
    d. Use arms as balance while body is in air.
    e. Use all of body muscles to get power for the jump.

  4. Skipping
    a. Step and hop in an uneven rhythm.
    b. Get body off the floor on the hop.
    c. Get balance and height by using the arms.
    d. Alternate feet to take body weight.
    e. Relax ankles and knees as body touches the ground.

  5. Sliding
    a. Step and hop in an uneven rhythm to the side.
    b. Move always to the side.
    c. Step to the side and draw other foot to side of supporting foot and put weight on it.

  6. Galloping
    a. Use slide pattern moving forward.
    b. Lead always with same foot.
    c. Step ahead and bring back foot up to supporting foot and put weight on it.

B. Skills Relating to Games
   1. Stopping
      a. Bend knees and drop center of gravity low to ground.
      b. Use toes to grip ground.
      c. Do not slap the feet.
      d. Keep the body over feet, do not allow body to go ahead of a direct line over feet.

   2. Dodging
      a. Move body weight to side with knees bent.
      b. Drop weight low before shifting in direction of dodge.
      c. Use toes for gripping to maintain balance.
      d. Use arms for balance.

   3. Tossing
      a. Grip with one or both hands according to size of object.
      b. Swing object forward and back to the right and bring body weight backward.
      c. Bring object forward with weight on left foot as it is released toward target.
      d. Bend knees as object is released.

   4. Overhand throwing
      a. Hold ball in throwing hand so that is is comfortably gripped.
      b. Keep eye on target.
      c. Swing arm down, back, and up as weight and body goes backward.
      d. Bring ball over shoulder about ear height or near top of head.
      e. Keep the elbow high and bent.
      f. Straighten arm as fingers release ball toward target and transfer body weight to forward foot.
      g. Follow through by pointing hand toward target, and possibly by stepping forward.

   5. Catching
      a. Keep in line with the ball.
      b. Move towards ball, never back away.
      c. Give or draw back with the hands as object is caught and bring it towards the body.
      d. If ball is above waist, catch with thumbs together and palms forward.
      e. If ball is below waist, catch with little fingers together.
      f. Keep fingers relaxed.

6. Kicking
    a. Stand with left foot slightly in back of and to left of ball.
    b. Swing right foot backward directly behind ball with knee bent and arms raised for balance.
    c. Swing right leg forward with a sharp straightening of the knee as the instep, not toe, comes in contact with the ball.
    d. Continue follow through as right leg swings forward and the body weight comes onto the toes of the supporting foot.[1]

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[1] *Physical Education in the Elementary School*. Winifred Van Hagen, Genevie Dexter, Jesse F. Williams. California State Department of Education, Sacramento, 1951. Pp. 316-317.

C. FIRST AND SECOND GRADES
(The Sixes & Sevens)

Specific Activities

A. Low Organized Games

Games of low organization meet the needs of a child because they allow the child to play as a member of a team without complex skills or rules, appealing to his needs of individual and group play and development of loyalties. These games begin to develop the skills used in the more complex team games. They meet the needs of the child physically and challenge him mentally and emotionally.

1. Chasing Games (see Kindergarten)

"The Ocean is Stormy"

Space: Playground or Gymnasium
Equipment: None
Number of Players: Any number
Formation: Two parallel lines about 50 feet apart. All players but one are behind one of the lines. One player, the "fisherman" stands between the two lines.
Procedure: The leader gives each child the name of a "fish." Use 3, 4, or 5 names depending upon the number playing. The "fisherman" wanders around the "ocean." He calls out one of the names of the "fish" represented. All children having this name try to reach the opposite shore without being tagged by the "fisherman." If he calls "The ocean is stormy" all "fish" run.

Hints to teacher:
a. Be sure the children have sufficient time to rest between calls.
b. Names of fish should be given by a whisper to each child.

Squirrels in the Trees	Bancroft, p. 233
Hound and Rabbit	" p. 130
Midnight	" p. 164
Garden Scamp	" p. 106
Have You Seen My Sheep	" p. 112
Cat and Rat	" p. 72
Bird Catcher	" p. 64
Slap Jack	Richardson, p. 15
Back to Back	" p. 22
Plovers and Wind	" p. 27
Brownies and Fairies	Sacramento State Bk., p. 330
Spiders and Flies	" " " p. 373

2. Circle Games without Equipment

"Run for Your Supper"

Space: Playground or Gymnasium
Equipment: None
Number of Players: Any number
Formation: Circle
Procedure: Players are in a circle with one odd player as "it." He goes around the outside of the circle and stops between two players saying, "Run for your supper." The two players start in opposite directions, each attempting to get back first into the place made vacant by the other. The last one back is now "it" for the next game.

Hints to the teacher:

a. Stress safety precautions necessary to avoid collision of runners.
b. If group is large, divide it and have several groups playing at the same time.

Bull in the Ring	Bancroft, p. 69
Charley Over the Water	" p. 76
Good Morning	p. 109
Circle Chase	p. 80
Have You Seen My Sheep	Richardson, p. 30
Frog in the Sea	" p. 8

3. Games with Equipment

"Circle Pass Ball"

Space: Playground, Gymnasium, or Schoolroom
Equipment: 1 ball for every 12 players
Number of Players: 8 to 12
Formation: Circle facing inward. Space of 3 or 4 feet between players.
Procedure: The ball is thrown from one player to another. After children become more skilled, the ball may be thrown to any player in the circle and does not have to be passed in any regular order.

Hints to the teacher:

a. Give the children an opportunity to develop catching and passing skills.
b. Analyze difficulties and help children achieve success.

Circle Stride Ball	Bancroft, p. 499
Teacher Ball	" p. 462
Toss Ball	" p. 636
Ring Call Ball	" p. 589
Crackabout	" p. 504
Drop the Handkerchief	Richardson, p. 7
Circle Stride Ball	" p. 25

4. Singing Games

Singing games are suitable for primary grades. They are played in the classroom, gymnasium or playground. Where there are too many children in a game to hold interest, double circles may be formed for the circle games, or the class may be divided into two or three groups, all singing the same game in unison.

"Did You Ever See a Lassie"

Music: Reference: Rhythms and Dances for Elementary Schools. LaSalle, Dorothy, p. 46.

Record: R. C. A. Victor Singing Games, E-87
No. 45-5066A

Words:

Did you ever see a Lassie, a lassie, a lassie
Did you ever see a Lassie do this way and that?
Do this way and that way, do this way and that way
Did you ever see a Lassie do this way and that?

Formation:

Single circle, hands joined with one child, Lassie in the center.

Basic Skills:

Walking or skipping.

Measures 1-8

Children in circle walk or skip around Lassie during the first two lines of the song. As the words "do this way and that" are sung, the child in the center imitates some activity.

Measures 9-16

All drop hands. Circle stands and imitates action done by Lassie. At the end of the verse Lassie chooses another to be the new lassie and joins the circle. (Laddie is used when a boy is chosen.)

The Muffin Man	Music: La Salle, p. 45 Record: Victor, E/87 No. 45-5065
Looby Loo	Music: Bancroft, p. 362 Record: Victor, 20214
London Bridge	Music: Bancroft, pp. 360 Record: Victor, E/87 No.45-5065
Oats, Peas, Beans	Music: Bancroft, p. 369 Record: Victor 20214

B. Quiet Games (Classroom - See Kindergarten)

1. Story Play

Teaching Hints:

1. Make story plays interesting to children by getting them ready with a good introduction.
2. Get the children into the activity quickly.
3. Entire activity should not last longer than ten minutes.
4. Make the story complete.
5. Get suggestions from children for the activities that are to be included.
6. Take part in them yourself.

"A Day on the Farm"

1. Going to farm from the railroad station (walk around circle)
2. In the barnyard -
    a. The windmill (circle arms backward in windmill fashion)
    b. The weather-vane (Arms raised sideward, turn trunk left and right)
    c. The ducks (Walk in squat position, the feet and knees apart)
    d. The water pump (Push pump up and down)
3. Running to the field (Moderate speed and jump over ruts)
4. In the field
    a. Cutting hay with scythe (Arms swinging and trunk twisting)
    b. Pitching hay into the wagon (Bending down and swinging up)
5. The pond
    a. Skip from the field to the pond (Skipping)
    b. Skim stones on the water (Throwing motion)
6. Skip back to the farm house (Skipping)

Suggested Topics for Story Plays:

September
    Preparations for returning to school.
    Taking a long hike.

October
    Getting ready for Hallowe'en.
    Going to the country to get pumpkins.

Suggested Topics for Story Plays (continued)

November

Thanksgiving-going to Grandma's house.
Going to a turkey farm to get a turkey.

December

Santa's helper
Getting the Christmas tree from Farmer Brown's farm.

January

Shoveling snow.
Making snowmen and knocking off their hats.

February

Stories relating to Washington.
Stories relating to Lincoln.

March

The Easter bunny's helper.

April

Planting a garden.

May

Going to the woods to pick flowers.

June

Getting ready and going on a picnic.

2. Large Group Activities Without Equipment

"Do This - Do That"

Leader stands facing the children who are also standing. The leader does a stunt, such as raising his arms or clapping his hands, and says "Do this." The other children must imitate the leader. If the leader says, "Do that" instead of "Do this," the players who imitate him this time must be seated. Leader chooses someone else when about half of the group are seated, and the game begins again.

"Cat and Rat"

The players sit in their seats. One child is chosen to be the rat, the other the cat. The cat chases the rat. When the rat is about to be tagged, he may sit with someone, and this player becomes the rat. If the cat tags the rat, the rat becomes the cat. If the cat becomes tired of running, he may choose someone to take his place.

Simon Says	Bancroft,	p. 307
Crossing the Brook	"	p. 56
Changing Seats	"	p. 75
Bird Catcher	"	p. 64
I Say	Richardson,	p. 10
Who is Knocking at My Door	Richardson,	p. 42
Who Has Gone from the Room	"	p. 21

Games with Equipment

"Hot Ball"

All players sit in their seats except the one who is "It." A ball or bean bag is passed from one player to the next while "It" attempts to tag the player with the ball. If a person is tagged while he is holding the ball he becomes "It."

Hide the Thimble	Bancroft,	p. 288
Observation	"	p. 299
Find the Ring	"	p. 283

3. Small Group Activities with Equipment

"Table Games"

Old Maids
Chinese Checkers
Lotto
Pick-Up Sticks
Picture Bingo
Ball and Jacks

C. Self-Testing Activities

Stunts

Correct form and accuracy of performance enhance the safety of the performer. Child should have ample time to do a stunt well. Encourage the child to establish his own standard of achievement, and to evaluate the performance of others as well as of himself.

a. Bear Walk

Walk slowly on all fours swaying from side to side, keeping the arms and knees straight, feet apart, and hips held high.

b. Elevator

With feet apart and hands on hips, bend slowly to a deep-knee bend, keeping back straight; then rise slowly to a standing position.

c. Seal Crawl

Place the hands on the floor shoulder width apart. Extend the legs backward, and rest the weight on the hands and the top of the toes. Keeping the back straight and the head held high, walk forwad on the hands, dragging the legs.

d. Tight-rope Walking

Walk slowly along a ten foot chalk line or a crack between two boards, with arms extended sideward to assist in maintaining balance.

e. Deep Curtsy

Carry the left foot behind the right as far as you can step. Extend the right leg out in front with knees straight. Sit down on the left heel. Then stand up without bending the right knee or touching the floor.

D. Rhythms

Movements are developed primarily to cultivate a sense of rhythm, the power of balance and coordination.

Folk dances, singing games, nursery rhymes may also be used for rhythmic activities.

I. Activities

a. Walk, run, skip, hop, gallop to music. (First alone, then with partner, finally in groups)

b. Combine steps:
Walk and hop, run and hop, walk and skip

c. Animal walks:
Ducks, elephants, chicken, trotting horses, giraffe, seal.

d. Bouncing balls:
Bounce, bounce and catch, bounce and toss.

e. Creative Rhythms:
Fairies, giants, dwarfs, witches, snowflakes, Indians.

Reference for above:
Ruth Evans, Childhood Rhythm Records, Series I-II-III

See Kindergarten Music-Records for following basic fundamental movements:
Marching
Galloping
Walking
Running
Skipping
Dramatic interpretation

2. Nursery Rhymes
Old King Cole
Little Miss Muffet
Jack and Jill
Three Blind Mice
Jack Be Nimble
Humpty Dumpty
Hickory, Dickory, Dock

Reference: Dance and Play Activities for the Elementary Grades, Bauer and Reed

D. THIRD GRADE
(The Eights)

Specific Activities

A. Low Organized Games (See First and Second Grades)

1. Chasing Games

"Cowboys and Indians"

Space: Playground or Gymnasium
Equipment: None
Number of Players: Any number
Formation: Two lines of equal numbers, 30 or 40 feet apart.
Procedure: One line of players is called "Indians," the other the "Cowboys." The cowboys stand with their backs to the Indians. The Indians approach the opposite line quietly. When the teacher or "It" wishes, he calls, "The Indians are Coming." The cowboys chase the Indians, tagging as many as possible. All Indians who are caught become cowboys.

Hints to the teacher:
- a. Encourage the timid children to venture close to the opposite line.
- b. Be sure children do not "tag" too hard.

"Stone"

Space: Playground or Gymnasium
Equipment: None
Number of Players: Any number
Formation: Players standing on one line to start game.
Procedure: One player is chosen to be the "Stone" or "It." "It" assumes a position in the middle of the playing area and calls out, "everyone walk, skip, gallop" whichever he chooses. Then "It" calls out "Stone." Everyone must freeze and stay that way until the "Stone" moves. The other players attempt to run safely to either one boundary or the other. If the "Stone" tags one of the players he must help him for the next turn. If anyone moves while the "Stone" calls out "Stone" they are automatically caught. The last one caught is the new "Stone."

Hints to teacher:
a. The "Stone's" helpers must not move until he makes the initial move.

Boiler Burst	Richardson, p. 47
Crows and Cranes	" p. 51
Every Man in His Own Den	" p. 53
Hill Dill	" p. 56
Chinese Wall	Sacramento State Bk., p. 405
Pinch-O	Bancroft, p. 181
Pom Pom Pullaway	" p. 184
Black Tom	" p. 67
Lame Fox and Checkens	" p. 148

2. Tag Games

Children have an opportunity to display skills of running, dodging, and ability to elude the chaser.

"Tag"

Space: Playground or Gymnasium
Equipment: None
Number of Players: Any number
Formation: Limit the playing area
Procedure: A player, chosen to be "It," attempts to catch any one of the other players. A player who is tagged becomes "It." As a child is tagged, he holds up his hand, for a moment, to show the others that he is now "It."

Hints to teacher:
a. Be sure children are not trying to be tagged.
b. Allow no pushing nor grabbing instead of tagging.

Stoop Tag	Bancroft, p. 239
Shadow Tag	" p. 217
Japanese Tag	" p. 145
Wood Tag, Hang Tag, Base Tag	Richardson, p. 75

3. Games with Equipment

"Center Ball"

Space: Playground or Gymnasium
Equipment: Beanbag, playground or any type of ball
Number of players: 5 to 10
Formation: Circle, with one player in the center with ball.
Procedure: The center player throws the ball to a circle player and then runs around the outside of the circle, returning to the opening where he

left the circle, and tries to touch or pick up the ball. In the meantime, the player to whom he threw the ball runs to the center of the circle, places the ball on the ground and then chases the running player, trying to tag him.

Should the runner be tagged, he must retire to a circle position; should he reach the ball and touch it ahead of the person chasing him, he remains the thrower and the game is repeated.

Hints to teacher:

a. If the group is large, provide extra balls and form smaller groups, each with a captain.
b. See that the runner enters the ring where he left it.

Circle Ball	Bancroft, p. 494
All Run	" p. 426
Ball Pass	" p. 436
Call Ball	" p. 478
Keep It Up	Richardson, p. 60
Center Base	" p. 50
Simple Dodge Ball	" p. 67

4. Games Without Equipment

"Red Light"

Space: Playground or Gymnasium
Equipment: None
Number of Players: Any number
Formation: Players on one line facing opposite boundary.
Procedure: The player who is "It" stands on his own goal line at one end of the play area. "It" turns his back and counts "1-2-3-4-5-6-7-8-9-10 Red Light." The other players advance as he counts but must stop when he calls "Red Light." "It" then turns to see if anyone is moving, he sends them back to the starting line if he sees anyone moving. The object of the game is to see who can reach the goal line first and touch "It." When they do they become the new "It."

Hints to teacher:

a. "It" must not turn until he says "Red Light." Rather than stopping as soon as first player gets there, keep on until all arrive.
b. Players should accept the decision of "It" and learn good sportsmanship.

Bull in the Ring	Bancroft,	p. 69
Hill Dill	"	p. 114
Still Pond, No More Moving	"	p. 238
I Spy	"	p. 136

5. Singing Games and Folk Dances

Folk dances are the social dances of peoples of all lands. The dances are alive and vital and bring with them other folk arts. Man has always danced, and folk dances have grown out of the need for expression.

"Gustaf's Skoal"

Record: R.C.A. Victor No. 20988A
Fundamental Steps: Walk and Skip
Formation: Quadrille. Form in sets of four couples facing the center, with two head couples facing opposite each other and two side couples facing each other.

Step I (32 counts)

1. Counts 1 to 4. Head couples walk three steps toward each other and bow on count 4.
2. Counts 5 to 8. Head couples walk four steps backward to place.
3. Counts 9 to 16. Side couples perform counts 1 to 8.
4. Counts 17 to 32. Head couples repeat; then side couples repeat.

Step II (32 counts)

Side couples join hands and make high arch.

1. Counts 1 to 4. Head couples skip forward toward the center.
2. Counts 5 to 8. Head couples separate and join hands with opposite partners and skip under the arch.
3. Counts 9 to 16. Head couples skip back to original places.
4. Counts 17 to 32. Side couples perform counts 1 to 16, with head couples holding the arch.

Pop Goes the Weasel	Victor	20151 - American
Shoemaker's Dance	"	20450 - Danish
A Hunting We Will Go	"	A1 E/87 45-5064 English
Children's Polka	"	41-6179 - German
Bleking	"	20989 - Swedish

B. Quiet Games (Classroom)

1. Large Group Activities

a. Without equipment

"Elephants Fly"

The leader calls, "Butterflies fly," and all children wave their arms. He may then say "crows fly," and the action is repeated. If he should say "elephants fly" and any child waves his arms, that child exchanges places with the leader, since elephants do not fly, even though the leader so stated.

I Say Stoop	Richardson,	p. 58
Indian Running	"	p. 57
Blind Man's Buff	"	p. 46
Brown Family (The)	Bancroft,	p. 275
Horns	"	p. 288
Observation	"	p. 299

b. Games with Equipment

"Beanbag Passing"

Players are in a circle formation. Every other child is given a beanbag, the leader has a distinctive colored one. At a signal the players holding beanbags turn to the right and toss their bags to their right-hand neighbor. Immediately those same players turn to the left to receive the beanbag which will be coming to them. The game ends when the leader receives the distinctive colored beanbag which he started with. The game may be repeated as often as desired. As players become proficient, additional beanbags are introduced and the distance between players is increased.

Catch the Cane	Richardson,	p. 49
Blackboard Relay	"	p. 45
Posture Relay	"	p. 63
Eraser Relay	"	p. 52

C. Self-Testing Activities

a. Crab Walk

Stand in place, bend the knees and lean backward, placing hands on the floor behind the body. Walk on all fours in any direction, facing upward and keeping the body straight.

b. Full Squat

Hold hands behind the back, clasping left wrist with right hand. Fingers of left hand point downward. Stoop slowly to deep squat position, keeping back straight and holding head high, and touch floor with fingers. Rise to standing position.

c. Wicket Walk

Walk forward and backward on all fours with hands flat on the floor and knees straight. Use short steps, and keep hands and feet close together.

d. Chinese Get-Up

Stand back to back with a partner about the same size. Link elbows and sit slowly. Stretch the legs out straight. Moving with unison with the partner and keeping arms linked, bring the knees up close to the chest. Then brace the feet against the floor and the back against the partner's back. By pushing, rise to a standing position.

e. Free Standing

Lie on your back with arms folded across the chest. Rise to a sitting position without the aid of the arms or elbows. Still keeping arms folded, bend one leg under the body and kneel on that knee. Rise to a standing position.

D. Relay Activities

Should not be used below this grade. Relay races are played in which teams, instead of individuals, play against one another. The succession of players in a team occurs in regular order, determined by their line-up at starting. Each player after the first may start only after he has received a "touch-off" or some object handed him.

"Relay Race" (Simple)

The class is divided into teams each having an equal number of players. A goal is set. It may be a line, a stake, or another player. At the signal from the starter, the first player on each team starts to run to the goal. When he gets back to the starting line, the next player runs, and so on until all have had a turn. The team finishing first wins. This may be varied by having children skip, hop, walk, or go in pairs or groups of three holding hands, etc.

Aniaml Relays	Richardson, p. 52
Carry and Fetch Relay	" p. 79
Over and Under Relay	" p. 88
Indian Club Race	Bancroft, p. 134
Bend and Stretch Relay	" p. 63
Blackboard Relay	" p. 66

E. Rhythms

1. Dances

The dance should consist of no more than three floor patterns or movements and should be of such simplicity that it can be learned in one lesson.

"Bandinage"

Record: Victor 45-5026, Al. E 77
Fundamental Steps: Running and Bowing.
Formation: Partners, and they may stand anywhere.

Rhythm 1: Partners Hold each other's right hand and run in place around a small circle, stopping when they return to their own places.

Rhythm 2: The girl curtsies, and the boy bows.

Repeat until end of record.

Happy and Light of Heart	Victor 45-5007 Al. E/72
Gavotte	" 45-5038 Al. E/80
John Peel	" 45-5009 Al. E/73
Polly Put the Kettle On	" 45-5009 Al. E/73
Mexican Hat Dance	Columbia 36697 Al. 98
The Skater's Waltz	Victor 45-5012 Al. E/74

VIII. GROWTH AND DEVELOPMENTAL CHARACTERISTICS AFFECTING PHYSICAL EDUCATION PROGRAMS

INTERMEDIATE LEVEL (THE NINES TO TWELVES)

Characteristics	Needs	Recommended Action
Extremely active, easily fatigued Rapid growth Capable of prolonged interest	Tumbling, supervised Training in skills Intermittent rest periods during activities	Daily activity Increase periods 20-35 minutes
Girls-tomboyish Boys and girls changing interest - separate to play	Creativity in rhythms Team interest	Separate boys and girls for some activities Free play, folk, square, and creative and social dancing together
Interest in active competitive games	Team games No competitive pressure	Group games at higher organization Lead-up games, team games
Seek group approval Development of team loyalty	Develop sportsmanship Friends and membership in group	Stress teamwork and good sportsmanship
Development of independence	For opportunity and stimulation to improve and display motor abilities Recognition of individual shortcomings and adjustment to them	Increase responsibility-student leaders, squad leaders, etc. Adapt program to individual needs Stress development of individual skills
Receive satisfaction from ability to achieve	Understanding and sympathy from adults	Deal with each child as an important person and show affectio and understanding of shortcomings Praise for accomplishments
Careless of personal appearance	Awareness of postural defects	Stress development of posture, poise, and personality

A. SPECIFIC AIMS - INTERMEDIATE GRADES

1. To develop and work toward good team spirit.

    A. A willingness to play with others in team games.
    B. Cooperative activity for the good of the group.

2. To develop certain physical skills necessary to meeting the first objective.

    A. Throwing and catching a basketball or game ball.
    B. Throwing and catching a softball.
    C. Batting a softball.
    D. Soccer skills
        1. Dribbling, stopping, kicking blocking
    E. Learning to judge speed and distance of a ball fairly well.

3. To develop leadership and followship.

    A. Ability to captain a team.
    B. Willingness to follow the captain.
    C. Ability to play well together under a leader.

4. To maintain and increase the ideals of good sportsmanship in team play.

    A. Following the rules of the game.
    B. Not condemning others for apparent mistakes.
    C. Helping team mates.
    D. Developing good mental attitudes, win or lose.

5. To maintain interest and enthusiasm for play.

6. To develop skill and agility in the following:

    A. Jumping, dodging, balancing, starting.

7. To develop interest and some degree of skill in the games of higher organization, for example:

    A. Modified soccer, touch football, softball and basketball.

8. To further increase initiative and dependability.

9. To develop pleasant attitudes toward all play activity.

10. To afford opportunities for further development of rhythmic sense:

    A. Square dancing
    B. Social dancing
    C. Musical games

B. ANALYSIS OF SKILLS

SKILLS DEVELOPED THROUGH INTERMEDIATE GRADE ACTIVITIES

A. Throwing
  1. Underhand Pitch (Softball)
    a. Place both feet together on pitcher's plate, facing target.
    b. Hold ball in right hand, resting it in left hand in front of body.
    c. Swing right arm back parallel to body with weight on right foot, but do not move the feet.
    d. Twist to right as left shoulder faces target.
    e. When the arm swings forward parallel to body, shift the weight as one step is taken on left foot.
    f. Follow through with hand pointing toward target and a possible forward step.

  2. Two or One Hand Underarm Pass (basketball, playground ball)
    a. Use two hands always at beginning.
    b. Combine with catching rhythm in slight forward stride position.
    c. Swing ball backward as body weight goes backward.
    d. Swing ball forward close to body and carry weight to left foot with a forward step.
    e. Get a rhythmic swing with step into stride position.

  3. Chest Pass (basketball)
    a. Stand in a forward stride position.
    b. Hold ball with both hands, fingers gripping ball, and elbows bent.
    c. Bring ball downward and inward as body weight goes to backward foot. (Keep elbows close to body)
    d. Straighten elbows as ball is released and weight is transferred to forward foot.
    e. Point both hands toward target during the follow-through.

B. Batting
  1. Hold bat with trade-mark up.
  2. Place feet parallel, pointing in direction of home plate.
  3. Keep body relaxed.
  4. Keep elbows away from body.
  5. Keep left arm parallel to ground.
  6. Grip bat with left hand just above end of bat and right hand comfortably above it. Do not rest bat on shoulder.
  7. Turn face to pitcher; keep eye on ball.
  8. Swing bat backward parallel to ground as weight goes back.
  9. Swing bat forward parallel to ground as weight comes forward onto a left step.

B. Batting - (continued)

  10. Follow through with bat to left hand which drops bat on ground as the runner starts for first.

C. Pivoting (basketball)

  1. Place feet apart, knees slightly bent from either a jump or a running step.
  2. Turn either to the right or left.
  3. For a rear pivot or reverse turn, step back with one foot to turn the body from a quarter to a half-turn. Keep pivot foot in contact with the floor.
  4. For a front pivot, step forward with one foot and turn the body, keeping the pivot foot in contact with the floor.

D. Guarding (basketball)

  1. Always keep body between opponent and goal.
  2. Be ready to intercept passes.
  3. Move with opponent by using quick, short, slide steps.
  4. As long as the opponent has the ball, never jump from the floor.
  5. Do not come in contact with opponent's body at any time.

E. Soccer Skills

  1. Dribble
     a. Put ball between the feet.
     b. Tap ball every few steps, using the inside of first one foot and then the other.
     c. Keep arms free at side for balance.
     d. Dribble as fast as possible while running.

  2. Punt
     a. Hold the ball in front of the body about waist high and at arm's distance.
     b. Step forward on the left foot.
     c. Bend the knees of the right leg slightly.
     d. Release the ball just as the right leg is swung forward and upward and the instep of the foot contacts the ball.
     e. Carry the weight of the body on the left foot and follow through by pointing the toes of the right foot forward.

  3. Stopping a Kicked Ball
     a. Keep feet in slight stride position with knees easy.
     b. Take one step toward ball.
     c. Bend knee of non-supporting foot to trap ball between knee and ground, or stop ball with sole of non-supporting foot.

F. Football Forward Pass

  1. Stand in a front stride position with the left foot forward.

F. Football Forward Pass (continued)

2. Grip the ball close to the end with the palm of the hand in contact with the ball and fingers spread.
3. Transfer weight backward on right foot as ball is brought back with elbow up and away from the body.
4. As the ball is brought past the ear, transfer the weight of the body onto the left foot. With a wrist snap roll the ball off the fingers as the nose of the ball is pointed toward the target.
5. For long passes, start the pass farther back than the ear and gain more muscle power by using the back and leg muscles.[2]

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[2] Physical Education in the Elementary School, Winifred Van Hagen, Genevive Dexter, Jessie F. Williams. California State Department of Education, Sacramento, 1951. Pp. 319-320.

C. FOURTH GRADE
(THE NINES)

Specific Activities

A. Low Organized Games See 1st and 2d Grades

1. Chasing Games

"Bears and Cattle"

Space: Playground or Gymnasium
Equipment: None
Number of Players: 6 - 40
Formation: One player, the bear, stands inside the den. The remaining players are divided into two groups and stand behind the goal lines, they are the cattle.
Procedure: The cattle try to cross the opposite goal line to reach new pasture. Cattle may not return to the pasture they left. As they start running, the bear leaves his den and tries to tag as many as possible. Players, if tagged, become bears and retire to the bear's den to wait for him. After all have exchanged positions the bear retires to his den. The bear and those caught join hands and form a line; the bear is always at one end, the first player tagged at the other end. Only the two end players may tag cattle.

If, while chasing, the bear's line breaks, the end bears may not tag players and the cattle may drive the bears toward the den until the bears succeed in reforming their line. They then may give chase and continue until all the cattle are in their new pasture. The last one of the cattle to be tagged becomes the bear in the new game.

Hints to the teacher:

a. If the group to play is small, reduce the dimensions of the field. Experience will determine the best size for a game.

b. Have children line up behind one goal line and run to the other side.

Prisoner's Base	Bancroft, p. [illegible]
Three Deep	" p. 246
Barley Break	Sacramento State Book, p. 463
Circle Chase	" " " p. 466
[illegible]	" " " p. 491

See third grade

2. Games with Equipment

"End Dodge Ball or Caboose"

Space: Gymnasium or Playground
Equipment: Volleyball or Playground ball
Formation: Divide into teams, one in the center, the others forming a circle. Four or five teams are sufficient.
Procedure: Children count off to form teams. The Team in the middle forms a train, taking hold of one another around the waist. The throwers try to hit the last one in the train while the train attempts to dodge without separating. The person on the end when hit is eliminated from the game.

Hints to the teacher:

a. Remind the players to keep together with the train. They must follow the engine.

b. The throwers should throw the ball low except when passing over the train to the other side of the circle to get the train off balance.

Hustle Bustle	Sacramento State Book, p. 474
Inner Circle Ball	" " " p. 475
Storm the Ramparts	" " " p. 488
Beater Goes Around	Richardson, p. 77
Team Dodge Ball	" p. 100
End Ball	Bancroft, p. 522

See third grade

3. Games Without Equipment

"Circle Race"

Space: Playground or Gymnasium
Equipment: None
Number of Players: 10 - 20
Formation: Circle
Procedure: Players form circle and raise arms sidewards to get spacing between players. On signal, players start

running around on the outside of the circle, each trying to pass the runner ahead of him on the outside. As players are passed by a runner, they drop into the center of the circle and watch the game. The last player to pass a runner wins the game.

Hints to the teacher:

a. Add fun to the game by having a signal, while all are running hard, to reverse the direction of the run.

Come Along	Sacramento State Book, p. 470
Leap Frog	Bancroft, pp. 150-154
Slap Jack	" p. 225
Triple Change	" p. 253

See third grade

B. Quiet Games (Classroom)

1. Large Group Activities

a. Without Equipment

"Poison Seat"

Children with the exception of one sit at their desks. All unoccupied desks have a book placed on the top. Desks so marked are "poisoned" and their seats may not be occupied. At a signal all the children exchange seats with each other, the extra child trying to secure a seat. The player who fails to secure a seat goes to the rear of the room and is no longer in the game. A book is placed on an additional desk and the game is repeated. The leader continues giving signals until all but two children are eliminated. They are the winners. The game may be played without the elimination of players.

Hints to the teacher:

a. Clear the top of the desks.
b. Have children exchange seats with a different child each time.

Boiler Burst	Sacramento State Book, p. 465
Do This, Do That	Bancroft, p. 87
Simon Says	" p. 307
Hands Up - Hands Down	" p. 286
Poor Pussy	" p. 305
Scat	" p. 306
This Is My Elbow	" p. 311

See third grade

b. Games with Equipment

"Inner Circle Ball"

Players form a double circle, all facing inward. Those in the outer circle stand some four feet distant from the players of the inner circle. At a signal, members of the inner circle pass a ball or balls around or send them around the circle. Play for everyone ceases when a ball hits the floor. Players who cause another player to miss the ball because of a poor throw, or who miss the balls themselves, must exchange places with the person behind them.

As players become skillful, make the rule that members of the inner circle must not move their feet while reaching for or throwing balls. To do so retires them to the outer circle. If balls collide while being passed, the ones who threw the balls exchange places with those behind them.

Hints to the teacher:

a. As game is mastered, speed up action.
b. Exchange inner and outer circles frequently.

Bean Bag Passing	Sacramento State Book, p. 401
Beast, Bird, or Fish	Bancroft, p. 273
Up, Jenkins	" p. 316

See Relay and Third Grade Activities

C. Self-Testing Activities

a. Frog Hand Stand

Performer should squat so that hands are flat on the floor, somewhat turned in, elbows inside thighs and pressed hard against knees, feet close to hands. He leans forward slowly and transfers the weight of his body onto his arms and hands and at the same time lifts his toes from the floor.

b. Tailor Stand

Sit on the floor in a crossed-leg position, chest high, back flat, arms folded above chest, elbows elevated. Without unfolding arms, or changing position of legs, try to rise to standing position, then return to sitting position.

c. Measuring Worm

The body is extended along the floor in a straight line, face down, with weight on arms and toes. While arms remain stationary and legs fully extended, without body sag, performer takes fine steps until feet reach hands. When feet are in position, hands move forward with inching steps until the body is straight again. At no time should body sag. Repeat.

d. Coffee Grinder

Place the right hand on the floor, keeping arm almost perpendicular and body extended to full length, walk slowly in a circle, using arm as pivot. Repeat with left arm as pivot.

e. Wheelbarrow

Two children stand in position, one behind the other, facing in the same direction. The first child places his hands flat on the floor about shoulder width apart. The performer who stands behind him grasps the first child's legs above the knees, lifting them from the floor. With back and legs kept straight, the first child walks forward on his hands, while the second performer follows, holding his partner's legs.

D. FIFTH AND SIXTH GRADE
(10 - 11 - 12 year olds)

Specific Activities

A. Low Organized Games

1. Chasing Games

"Dare Base"

Space: Playground or gymnasium
Equipment: None
Number of Players: 4 - 20
Formation: Two goal lines and a line drawn through the center end paralleling the two goal lines. This is the dare baseline. A player stands at each end of the dare baseline. These are the taggers. The remaining players are divided into two groups, members of which stand behind their own goal line.
Procedure: Players try to pass from one goal line to the other, while the taggers try to catch them. If caught, the players retire from the game. Runners are safe when they are beyond the goal lines or are in contact with the dare baseline. They may not return from the dare baseline to the goal line they left but must go forward toward the opposite goal area.

The player wins who is the last one to be caught. He becomes the tagger for the new game and chooses his assistant.

Hints to the teacher:

a. Encourage the players to run frequently.
b. Distance between goal lines can vary.

Cross Tag	Sacramento State Book,	p. 642
Prisoner's Base	" " "	p. 670
Last Couple Out	Richardson Card File,	p. 123
Line Tag	" " "	p. 124
Streets and Alleys	" " "	p. 135
Chinese Wall	Bancroft,	p. 80
High Windows	"	p. 113
Pinch-O	"	p. 181

2. Games with Equipment

"Indian Club Guard"

Space: Playground or gymnasium
Equipment: Volleyball, playground ball, or basketball and Indian club

Number of players: 10 - 15
Formation: Circle with Indian club and guard in the middle.
Procedure: Players in the circle endeavor to knock down the Indian club with the ball. The guard tries to keep between the ball and the Indian club. Whoever succeeds in knocking down the club or clubs changes places with the guard.

Hints to the Teachers:

a. Encourage passing of the ball swiftly around the circle to keep guard alert.
b. If group is extra large, organize several circles.

Bombardment	Bancroft,	p. 469
Keep Away	"	p. 555
Overtake	"	p. 577
Steal the Bacon or Club Snitch	Sacramento State Book,	p. 641
Captain Ball	" " "	p. 538
Progressive Dodgeball	" " "	p. 887
Crown the King	Richardson,	p. 111
Jump the Shot	"	p. 120

Games without Equipment (5th and 6th grades)

"Last Couple Out"

Space: Playground, playroom, gymnasium
Formation: Players stand in two files, partners being side by side. A single player stands in front of the two files, with his back to them, he must look straight ahead.
Procedure: The odd player calls loudly "Last Couple Out." The two players at the ends of the files run forward and try to clasp hands with each other somewhere in front of the odd player without being tagged by him. When a runner comes within vision of the caller he gives chase. If the tagger fails to tag a runner he remains the tagger. If he tags a runner he takes that player's partner and they go to the head of the files. The person caught becomes the new tagger.

Hints to the teacher:

a. Discourage long runs with the partners scattering too far apart.
b. Set up definite boundaries.

Other games with references:

Hook On	Sacramento State Book, p. 557
Dare Base	" " " p. 642
Circle Tag	Richardson, p. 109
Line Tag	" p. 124
Step Tag	Bancroft, p. 237
Body Guard	" p. 68

B. Quiet Games (Classroom)

1. Large Group Activities

a. Without Equipment

"Front Man"

A tagger and a runner are chosen. The remaining players are seated so that the rear of each row is occupied. If there are more seats than players, place books on the vacant desks to signify that those seats are not to be used. The tagger tries to catch the runner. The runner may save himself at any time by stopping at the rear of any row of seats and calling "Front Man!" He is no longer the runner, the player sitting in the first seat of that row becomes the new runner and must seek safety from the tagger. If tagged, the runner and tagger change places and the game continues.

Hints to the teacher:

a. When the tagger and runner leave an aisle and not before, have the children in the row behind which the former runner stopped, move forward one seat, providing a seat for the former runner.
b. Insist that all feet of seated players be kept out of the aisles.

Vis-A-Vis	Sacramento State Book, P. 587
Exchange	Bancroft, p. 92
Menagerie	" p. 163
Schoolroom Tag	" p. 216
Slap Catch	" p. 224
Stage Coach	" p. 233

See 4th Grade

b. Games with Equipment

"Huckle, Buckle, Beanstalk"

A small object, such as a ring, cork, pencil, etc., may be used for hiding. Players leave the room save one who places the object in plain sight but where it would not likely be seen. When the object has been placed, the players are called back into the room, and all begin to look for it. When one spies it, he does not at once disclose this fact to the others but quietly takes his seat, and when seated says, "Huckle, Buckle, Beanstalk!" which indicates he knows where the object is. The game keeps on until all of the players have located the object or until the teacher or leader calls the hunt closed. The first one to find the object hides it for the next game.

Going to Jerusalem	Bancroft,	p. 107
Desk	"	p. 395
Blackboard Relay	"	p. 66
Paper Race	"	p. 328
Beanbag Target Toss	Sacramento State Book, p. 536	

See 4th grade

C. Self-Testing Activities

a. Twirling Top

Performer springs upward and at the same time tries to make a complete turn while in the air. Balance must be maintained when landing. Arms should be used to help the twist. He should practice right and left turns.

b. Hand Stand

Performer stands facing a wall or partner and places hands on the floor about shoulder width apart. Arms and legs should be fully extended, head thrown well up. He should try to throw the feet so that they contact the wall or partner. Position is held by pointing toes, as feet balance over raised head.

c. Head Stand

Performer places hands on the floor about shoulder width apart. He drops the forehead to the floor eight to ten inches in front of the hands, thereby forming a triangle. He then attempts to raise his body so that it is held straight.

d. Twister

Partners stand about three feet apart with right hands grasped. This grasp must not be broken. No. 1 swings his left leg, straddles hands, and ends with back to No. 2. No. 2 lifts and swings right leg. straddles hands, and ends with back to No. 1. No. 1 swings right leg over body of No. 2 and faces him. No. 2 swings left leg over body of No. 1 and finishes facing him. This is repeated in quick succession several times.

e. Heel Knock

Performer springs into the air, knocks heels together once, twice, or three times and lands with feet apart and knees bent.

E. RHYTHMIC AND DANCE ACTIVITIES

GRADES 4 - 6

RHYTHMIC ACTIVITIES HAVE AN IMPORTANT PLACE IN THE PHYSICAL EDUCATION PROGRAM

They are a source of enjoyment for all ages and have real value as teaching materials. Through these activities, concepts can be enlarged, basic rhythmic principles can be experienced and students can be taught a wholesome recreational pleasure which can carry over into leisure time periods.

The activities taught in the school should vary in the grades according to the age levels and the background and ability of the groups, and the material should be planned so that there is progression from the kindergarten throughout the school years.

THE SPECIFIC OBJECTIVES OF RHYTHM AND DANCE ACTIVITY

1. To provide a re-creative joy-giving activity which will relieve nervous tension.
2. To provide an opportunity for creative activity in dance.
3. To develop the skill to express meanings through body movements in dance form.
4. To develop an accurate response to rhythm (time factor of movement)
5. To develop a knowledge of sensibility to basic rhythmic principles
6. To develop an efficient, quick response to the space factor in movement

FUNDAMENTAL SKILLS

The basic body skills are:

1. Locomotic movements or movements through space (moving base) which are the walk, hop, jump, leap, run, gallop, slide and skip.
2. Axial movements or movements in space (fixed base), including flexion and extension, or bending and stretching; rotation, or twisting and turning; and pendular, or swinging and swaying.

The basic rhythmic principles are:

1. Beat - the underlying pulse of rhythm
2. Tempo - the rate of speed of movement

The basic rhythmic principles (continued)

3. Intensity - the variation of stress of movement
4. Pitch - the highness or lowness of a tone
5. Accent - the emphasis on certain beats or movements
6. Meter - the regular recurring accent on beats which groups them into measures
7. Phrasing - the measures grouped together to form a larger unit
8. Patterns - the organization of movements in relation to the best, direction, phrase, line and design.[3]

The lessons provided in this guide for rhythmical activities have been planned with the following factors in mind:

1. Lack of piano or other musical instrument
2. Limited indoor space
3. Limited training of teacher in rhythmical work

SUGGESTIONS FOR TEACHER

1. Know lesson thoroughly before presenting it.
2. Aim to have children know the fundamentals at least and to recognize music for walking, running, skipping, and jumping.
3. Know the name of the folk or square dance and the nationality it represents. Introduce the dance to the children by name and nationality. Endeavor to have the dancers portray the characteristics the music expresses, joy, vigor, abandon - whatever the music and dance implies such as dances of greeting, have the greetings realistically congenial.
4. When teaching a new folk or square dance it is important for the teacher to allow the children to listen to the music or record several times, in order that they learn the basic rhythmic principles of beat, tempo, accent, etc.
5. All the skills required of the particular dance or activity should be taught before the children are ready to dance to the music.

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[3] Physical Education Methods for Elementary Schools, Schon, Anderson, Hodgins Van Fossen, W. B. Saunders Company, Philadelphia and London, 1959. Pp. 322-323.

SUGGESTIONS FOR TEACHER - (continued)

6. Two different methods might be used when teaching square dancing:
    - A. The instructor may serve as the caller with the music furnished by a record, or
    - B. The record may contain the caller.

7. In many cases there is no caller for folk dances. The children must follow the music and dance the steps that they have been taught. It is very important, therefore, that the children recognize the basic rhythmic principles for each record.

8. The children should have the opportunity to change partners frequently while square dancing, in order that they may have the chance to learn to get along socially with all of their classmates.

9. Don't force any child to square dance. He will generally see how much fun it is and will want to dance.

NOTE:

It would be most helpful for the classroom teacher and the physical education specialist to purchase record albums that contain the instructions for the dance movements on the record. This would help the physical education specialist, the child, and the classroom teacher to learn the dance together.

The following list of records for square dancing and folk dancing are these types of records:

SQUARE DANCE ALBUMS

Arranged and recorded by Joseph Burns and Edith Wheeler
Basic Movements and Terms 5th and 6th grades

ALBUM C

Record 881-882 - Arkansas Traveler
" 883-884 - Spanish Cavalero
" 885-886 - Duck for Oysters, Duck for Clams
" 887-888 - The Girl I Left Behind Me
" 889-890 - Camptown Races

ALBUM D

Record 891-892 - Red River Valley
" 893-894 - Hinky Dinky
" 895-896 - Birdie in the Cage
" 897-898 - Life on the Ocean Wave
" 899-900 - Little Brown Jug

FOLK DANCES by Joseph Burns and Edith Wheeler 3d & 4th grades

Record 331-332 - Minuet - American
Lassie Dance - Swedish

FOLK DANCES (continued)

Record 333-334 - Dutch Couples - Dutch
Swiss May Dance - Swiss

Record 335-336 - Tantoli - Swedish
Good Night Ladies - American

Record 337-338 - Come Let Us Be Joyful - German
Shoemaker's Dance - Danish

ALBUM B 4th, 5th and 6th grades
Record 341-342 - Highland Schottische - Scotch
Tarantella - Italian

Record 343-344 - Ace of Diamonds - Danish
Csardas - Hungarian

Record 345-346 - Norwegian Mountain March - Norwegian
Crested Hen - Danish

Record 347-348 - Gustaf's Shoal - Swedish
Irish Lilt - Irish

SOCIAL DANCING FOR SIXTH GRADE

For Definition

Social dancing should be just a part of the dance experience of children and strong emphasis should also be given to folk and square dancing in co-educational grouping. Social dancing, in itself, is not going to force youngsters "to grow up too soon!" With careful supervision extending to all phases of the child's social life, it can simply be an enjoyable experience that begins to prepare children in the sixth grade for the teen age period that lies ahead.[4]

Objectives

1. Social dancing is an excellent way to develop grace and ease of movement, physical poise, and self-confidence.

2. It should be a healthy and desirable form of co-recreation, particularly needed during the "gang age," when there is likely to be a considerable amount of antagonism between the sexes, with a few opportunities for mingling in a friendly, informal way in a play setting.

3. If youngsters learn to dance really well, during the pre-teens, they will enjoy doing that in later teen years.

FUNDAMENTAL SKILLS - WHAT SKILLS ARE WE TRYING TO DEVELOP?

1. The appropriate dance manners for both sexes should be taught.

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[4] Ballroom Dancing - How Soon, Richard Kraus, JOHPR., December, 1958. P. 18.

FUNDAMENTAL SKILLS (continued)

A. The proper way to ask a partner to dance.
B. The proper way to accept an invitation to dance.
C. The proper way to refuse an invitation to dance (only excuse should be if a partner is either too tired or would prefer to rest one dance)

2. Teach the proper way to escort your partner to her seat after the dance or dances are completed.

3. Uniform dance positions should be taught in order that everyone is able to dance with any partner.

4. Uniform dancing steps and patterns should be taught in order that everyone is able to follow each other.

5. It would also be beneficial to teach some up-to-date types of jitterbug steps or "rock and roll" steps, because this is the type of dances the children will be doing in junior high school.

ACTIVITIES

The means you are giving to use to accomplish your objective.

1. Only the most basic steps should be taught, so that the children will be able to master them successfully - with no more strain than in doing easy folk or square dances.

2. Most instruction should be carried on in line or "block" formation, with children taking partners for only about one third of the instruction period. Even then, partners should be frequently changed to minimize the embarrassment some children may feel about doing social dancing with a partner.

3. While it is desirable for older students to be taught to improvise steps and thus to "lead" and "follow," younger children should be taught simple routines in sequence. Thus the boy leads his partner in a dance pattern which is familiar to both of them (although it would be boring and repetitive to older students) and need not hold her closely nor apply strong leads.

The use of any records that are popular with the interests of the children can be used.

SQUARE DANCE ALBUM

BASIC MOVEMENTS AND TERMS

There are certain terms used in the dance which should be defined:

ADDRESS

Generally found in American country dances. It is bow to partner, neighbor, corner or opposite.

ALLEMENDE LEFT

Usually done in a circle or quadrille formation. The boy turns to the girl on the left, they join left hands and turn around one complete turn, then fall back to original places.

ARMS ALL

Each step requires 8 beats, partners hook right elbows and turn around (4 beats) fall back to place (2 beats). Repeat same activity linking left elbows to complete step.

BALANCE

Forward and back, right foot, then left.

BLEKING

Hop on one foot, extending the other foot with heel touching and toes turned up; reverse position of feet by a spring or leap done in place.

CHASSE

Couples with joined hands slide sideways in one direction for one phase of music, and back to their original positions during the phase.

DO-SI-DO

Passing opposite's right shoulder, each person then steps sideways behind the other (back to back) and moves backward to original place. The couple describes a circle around each other. This is generally repeated with partners passing left shoulders.

FORWARD AND BACK

Go forward four steps, and return backward four steps to place.

GRAND RIGHT AND LEFT

Partners face, join right hands and pass each other, lady going clockwise and gentlemen counterclockwise. Continue to move in

GRAND RIGHT AND LEFT (continued)

correct direction giving alternate hands to advancing people until reaching own partner or returning to original position.

HONOR

Bow to partner or opposite.

PROMENADE

Couples with the lady on the right, join hands in skater's position and march around room or circle.

F. TEAM GAMES

Team Games are activities which require more organization and are played between two or more groups or squads. They are concerned with the development of specific skills and techniques, group understanding and participation, specific attitude in relation to sports, and the understanding of teamwork with emphasis on the "we" and cooperative spirit.

Goals

1. To help the child to work for the good of the team.
2. To help the child to react to social responses through cooperation and competition.
3. To help the child, through group cooperation, to self-discipline and self-control.
4. To develop good leadership and fellowship characteristics.
5. To develop specific skills and techniques as required and needed in the game situation.
6. To develop respect for officials and to show the need for definite rules and requirements.

The following are a list of team game activities that lead up to seasonal sport games:

Touch or Flag Football (Fall)

A. Team Games - Lead-Up Games

1. Keep Away	Sacramento State Bk.,	p. 757
2. Punt Back	" " "	p. 671
3. Kick Football	" " "	p. 659
4. Forward Pass Drive	" " "	p. 757
5. Center Number Pass	" " "	p, 757

B. Skills

1. Running
2. Punting
3. Centering
4. Blocking
5. Catching forward pass
6. Handling ball
7. Catching kicked balls
8. Forward passing

C. Skill Tests

1. Punt for distance
2. Pass for distance
3. Pass for accuracy

D. Skill Relays

1. Changing ball relay	Sacramento State Bk.,	p. 758
2. Pivot pass relay	" " "	p. 758
3. Forward passing with backward passing	" " "	p. 759

Soccer (Fall)

A. Team Games - Lead-Up Games

1.	Alley Soccer	Sacramento State Bk., p. 631
2.	Circle Kick Ball	" " " p. 541
3.	Three Section Soccer	" " " p. 585
4.	Soccer Kick Ball	" " " p. 672
5.	Line Soccer	" " "
6.	Socco-Smash Ball	Bancroft, p. 615

B. Skills

1. Kicking stationery ball
2. Kicking rolling ball
3. Punting and kicking
4. Dribbling and passing
5. Blocking the ball
6. Trapping the ball
7. Throwing
8. Punting

C. Skill Test

1. Soccer throw for distance
2. Soccer kick for accuracy
3. Soccer throw for accuracy
4. Punt for distance
5. Kick for distance
6. Soccer dribble

D. Skill Relays

1.	Soccer dribble and kick	Bancroft, p. 605
2.	Soccer dribble relay	" p. 605
3.	Serpentine dribble	" p. 606

Basketball (Winter)

A. Team Games - Lead-Up Games

1.	Center Square Ball	Sacramento State Book, p. 638
2.	Pin Basketball	" " " p. 563-64
3.	End Ball	Bancroft, p. 522
4.	Captain Ball	" p. 479
5.	Freeze Out	Richardson, p. 114

B. Skills

1. Passing
2. Shooting
3. Pivoting
4. Guarding
5. Dribbling

C. Skill Tests

1. Throw for accuracy
2. Goal shooting
3. Speed passing
4. Dribbling

D. Skill Relays

1.	Side Pass Race	Bancroft, p. 464
2.	Passing	" p. 462
3.	Dribbling	" p. 459

Volleyball (Winter)

A. Team Games - Lead-Up Games
   1. Net Ball — Sacramento State Bk. p. 558
   2. High Ball — " " " p. 655
   3. New comb Ball — " " "
   4. Volleyball Keep Over — Bancroft p. 644
   5. Bounce Ball — " p. 471

B. Skills
   1. Serving
   2. Rotating Serve
   3. Passing
   4. Spiking

C. Skill Tests
   1. Serving for accuracy
   2. Throw for accuracy
   3. Pass for accuracy

D. Simple Ball Games
   1. Curtain Ball — Bancroft, p. 509
   2. Boundary Ball — " p. 473
   3. Circle Stride Ball — " p. 499
   4. Bombardment — " p. 467
   5. Progressive Dodge Ball — " p. 586

Softball (Spring)

A. Team Games - Lead-Up Games
   1. Throw Around — Sacramento State Book, p. 489
   2. Long Ball — " " " p. 476
   3. Work-Up — " " " p. 589
   4. BowlBall — " " " p. 635
   5. Indian Ball — " " " p. 657

B. Skills
   1. Overhand Throw
   2. Underhand Throw
   3. Catching thrown ball
   4. Fielding grounders
   5. Fielding flies
   6. Batting
   7. Base Running

C. Skill Tests
   1. Running bases for time
   2. Throwing underhand for accuracy
   3. Throwing ball for distance
   4. Throwing overhand for accuracy

G. TUMBLING

Tumbling benefits those who take part in muscular development without undue strain, and develops speed, balance, limberness as well as the desirable mental qualities of courage, perseverance, judgment and also ingenuity in development of new exercises or combination.

To develop among boys and girls desirable recreational habits and interests.

To develop qualities of leadership.

To develop elementary skills of body control.

"TUMBLING IS FUN AND NATURAL IN PLAY"

GENERAL OBJECTIVES:
Improve physical efficiency
Improve the individual posture
Develop symmetry control and grace of bodily movements
Develop ability to meet physical emergencies
Develop alertness and quick response
Develop courage, self-control and initiative
Develop a sense of rhythm
Create a healthful interest in physical activity
Promote wholesome associations and recreation
Develop character
Develop the qualities inherent in leadership

GENERAL SUGGESTIONS FOR TEACHERS:
Obtain all information available about child you are going to teach.
Make the most of the activity period by having a definite plan in mind, understanding of the rules and class organization.
Keep a record of skills taught each day.
Encourage the children to share in the program planning.
Make a flexible plan so that they can be modified or changed.
Give special encouragement to timid children.
Watch closely for waning interest.
Have all necessary equipment ready before the beginning of the class.
When possible, demonstrate.
Have squad leaders.
Make use of a leader corp.
Emphasize character and sportsmanship values.

I. ANIMAL STUNTS
    A. INDIVIDUAL
        Dog Walk
        Lame dog walk
        Dog run
        Duck walk
        Rabbit walk
        Walrus walk
        Bear walk
        Chicken walk
        Elephant walk
        Frog jump
        Crab walk
        Kangaroo jumps
        Seal slap
        Bird flying

II. NOVELTY STUNTS

CORKSCREW--Place a small piece of crumpled paper to the right of the right foot. Pick it up with the left hand, passing the hand in front of the body, outside the right leg, and forward between the legs. The feet should be a few inches apart.

BALANCE AND KICK--Mark a short line in front of foot. Three foot-lengths in front of it place a small piece of crumpled paper. Attempt to kick paper with free foot without losing balance.

BALANCE AND DIP--With hands on hips and balancing a book on head, do a deep-knee bend.

DIZZY--Hold left ankle in back of right leg, with right hand. Hop, making three complete turns in place without losing balance.

HEEL CLICK--Jump as high as possible straight upward, and click the heels together twice before landing.

HEEL SLAP--Jump into the air. Slap both heels at same time in back.

KNEE JUMP--From kneeling on both knees with toes out flat behind, jump to the feet.

RISING SUN--Sit on floor with knees bent and feet close to body. Rock body backward, then forward and attempt to rise and stand.

STATUE STAND--Place hands on hips and right foot against left knee. Close the eyes and hold the position for ten seconds.

TOE JUMP--Hold either foot with the opposite hand and jump through the loop made by the arm and leg.

BEND THE CRAB--Lying flat on the back, place hands on floor at shoulder. Bend the knees placing the feet as near body as possible. Raise body on hands and feet.

FINGER JUMP--Hands in front of the body, palms upward, ends of middle fingers touching. Jump over the fingers without moving them apart. Jump back.

FORWARD FALL--Kneel, grasp both ankles with hands, keeping back well-arched, roll forward to the chest and without stopping roll back to the knees.

HUMAN ROCKER--Lying face downward grasp the ankles, rock the body forward and backward on thighs and chest.

NOVELTY STUNTS (continued)

JUMP FOOT--Place one foot on a flat wall twelve inches from floor. Jump over it keeping it in contact with wall.

PICK UP--Kneel and clasp the hands behind the back. Lean forward and pick up a piece of paper in the teeth.

III. DUAL STUNTS

Children enjoy testing their skill in balance, strength, endurance, ability, etc., with one another and against each other. This presents an opportunity for the teacher to teach dual stunts or activities.

BADGE PULL--Two players kneel down on all fours facing one another. Around their neck is a collar made from a towel or piece of strong cloth. There is a line between them across which one must pull the other to win. A player loses if he allows the collar to slip off his neck.

BONE OF CONTENTION--Two players sit on the floor facing each other, legs extended and the soles of the shoes touching. Each grasps a wand or sock that is held over the toes. At the signal to start, each tries to upset the other. A player wins if his opponent lets go of the wand, loses his balance, or is pulled up.

COCK FIGHT--Two players take their places inside a six-foot (diameter) circle which has been drawn on the ground. Each one stands on his right foot and holds his left foot behind his back with both hands. In this position each player tries to shove the other out of the circle or cause him to turn loose his footing.

KANGAROO FIGHT--Circle is used, however the players cross their arms over their chests and hold a twelve-inch square of cardboard or folded newspaper between their ankles. Each one hops about in the circle trying to bump the other out of the circle or cause him to drop his paper first.

DUCK FIGHT--Circle is used. The players squat down in the circle with a wand or 30" broomstick held behind his knees. The stick is held securely in place by reaching under it at the ends and locking the hands in front of the ankles. The first player to be upset or bumped out of the circle is the loser.

CRAB FIGHT--Circle is used. The players take a sitting position, then they take their weight off their hands and feet. In this position each player moves about in such a way as to cause his opponent to lose his balance or force him out of the circle. A player loses if any part of his body, other than his hands or feet, touches the ground or is forced out of the circle.

III. DUAL STUNTS (continued)

TUG OF WAR--A 15 or 20-foot piece of rope is used. A line is drawn on the ground or floor. Each player attempts to pull the other across the line. The player loses if he lets go of the rope.

INDIAN HAND WRESTLE--Two players, standing in a forward-backward stride position with the outsides of their right feet touching, grasp right hands and, on a signal from the leader, attempt to overthrow each other. The wrestler wins who causes his opponent to move either foot or touch the floor with any other part of his body.

POISON FIGHT--A milk bottle or Indian club is placed on the floor. Two players stand on either side of it, facing each other, with their hands on each other's shoulders. The object of the stunt is to try to cause the other to touch the bottle by pushing and pulling him around.

CHINESE GET-UP--Two pupils sit on floor, back to back, with arms locked. Without letting go, they stand erect. It is done by bringing the feet close to the body and pushing back against each other.

TWISTER--Two pupils face each other with right hands clasped. One pupil steps over the locked hands, his right foot passing over the head of his partner. The second pupil now steps over with his left leg bringing them back-to-back. The first pupil follows with his left and the second pupil with his right leg.

WHEELBARROW--Two boys stand one in back of the other and facing the same direction. The boy in front places his hands on the floor then places first one and the other ankle in hands of the second boy. In this position, both walk forward.

IV. TUMBLING

1. Forward Roll
2. Backward Roll
3. Dive Roll
4. Head Stand
5. Hand Stand
6. Hand Stand Walk
7. Cartwheel

IX. POSTURE

Posture is more than standing or sitting straight. It is that position of the body in which all of its parts are working effectively with proper balance, ease, and comfort. Good posture creates self-confidence and self-respect; it greatly improves personal appearance and suggests poise.

Lack of training frequently leads to an improper body posture.

Objectives of the posture program in the classroom

Developing an understanding of the importance of posture.

Stimulating a pride in good posture.

Developing an attitude of translating knowledge of good posture in action.

Steps to Good posture

Standing:
- Feet parallel
- Head high, chest out, stomach and hips firm
- Weight slightly forward over the balls of the feet and distributed evenly on each foot
- Abdomen and back as flat as possible

Sitting:
- Sit back in the seat so that the hips touch the back of chair
- Feet flat on the floor
- Sit tall
- Rock forward from the hips when writing
- Keep chest out, and neck in line with upper back

Walking:
- Knees and ankles limber, toes pointed straight ahead
- Legs close together, swinging legs forward from hip joints
- Lift feet off the ground
- Head and chest high
- Shoulders free and easy
- Heel touches ground first

Teaching suggestions for postural development

- Understand the fundamentals of good posture.
- Teachers should be good models themselves.
- Always be alert to the posture needs of each child.
- Stress good posture on the playground as well as in the classroom.
- Remove handicaps such as poor furniture, seating arrangement, lighting and blackboard glare.
- Allow frequent change of position and activity in the room, children are not prone for long periods of sitting.
- Watch the everyday movements of the child and teach him good mechanical use of his body. (This may be done by special teachers but followed up by homeroom teachers.)

Specific Aids in Setting Up a Postural Program

Daily notices on bulletin boards.

Posture pictures placed in classroom. (These may be obtained from the physical education instructor or the supervisor of physical education.

Articles on posture may be written or skits which emphasize the importance of good posture.

Visual aids:

Posture Pete and his house are devices to explain the positions of the body in excellent posture. (They may be obtained from the office of the physical education supervisor.)

Philadelphia Dairy Council sends out posters in reference to both health and posture.

Filmstrips obtained in individual schools.

Movies obtained through visual aids office.

Teachers should be aware of the causes of poor posture that result from:

Habits of incorrect positions of standing, walking, sitting
Poor nutrition, poor health, chronic infection, etc.
Growth handicaps (tonsils, adenoids, etc.) and rapid growth
Overwork and general lack of exercise
Defective vision, imperfect hearing, orthopedic difficulties, etc.
Chronic fatigue, insufficient sleep
Emotional difficulties such as insecurity, feeling of failure, etc.
Sex-consciousness, embarrassment about size, etc.

Posture Sayings

"Just square your shoulders to the world,
You're not the type to quit;
It isn't the load that breaks us down,
It's the way we carry it."

Try it--Watch the Result

To be Healthy, Happy, and Efficient:

1. Keep your head up.
2. Keep your chest elevated.
3. Keep your shoulders back.
4. Keep your waist flat.
5. Use the "Straight Walk."
6. Stretch your neck.

Posture Sayings - (continued)

I Been Working on My Posture
Tune - "I've Been Working on the Railroad"

I been working on my posture, all the
live long day.
I been working on my posture, just to
get it up this way.
Don't you hear the teacher saying
Stand up straight and tall.
Don't you know it's better for you?
If you're Straight and Strong?

HOW DO YOU WALK?

Are you a rounded question mark
Ungraceful, lacking vim
Or, a living exclamation point
Alert, curvaceous, trim?

x. Special Events

Play Days

A playday can be a resumé of the physical activities that the boys and girls have participated in during the year and can be made colorful by the use of simple costumes.

Suggested themes:

Nations at play
Pageant of the months
Mardi Gras
Circus Comes to the school
May Day
Athletic Meet

To provide a basis for relating one event with another, one can use a central theme. This theme may vary according to the interest of the group or school.

Auditorium Programs

Drama and dramatic rhythms have unlimited potentialities for pleasure; they are adaptable and can be used for entertainment for large and small groups of children.

Suggested themes:

Holidays
Historical occasions
Selected favorite stories
Special subjects, art, music, etc.

Parties

Parties are a valuable part of the social life of each child and provide valuable learning experiences

Suggested Activities:
Musical games
Informal dances
Social mixers and get-acquainted games, stunts and contests
Paper and pencil games
Quiet trick and guessing games

Picnics

When selecting picnic activities is is well to discard events which require a great amount of skill, since the more complicated the activity, the less the desire of the picnickers to participate.

Picnics (continued)

Suggested Activities:
- Games (teams)
- Field events
- Stunts
- Relay races
- Water games
- Individual and dual games

XI. The Wetzel Grid for Evaluating Physical Fitness

The Wetzel Grid is used in Wilmington schools for a two-fold purpose. First, it will contain a complete record of physical examinations given by school physicians, a record of corrections recommended and made, and a record of immunizations and inoculations, as well as physical conditions requiring special attention. Second, the front of the card gives a graphic account of a child's physical growth and development, its rate, direction, deviation from normal, and manner in which it compares with other children of similar age.

Because of the effect of physical status on the total growth and development of children, and particularly its effect on the quantity and quality of learning experiences of children, it is important for teachers to be thoroughly familiar with each child's physical status and general health progress. The Wetzel Grid will enable any teacher to assess instantly the direction and rate of a child's physical growth and development.

The Grid requires only two measurements, height and weight, which should be made at regular intervals, preferably every six months. Care must be taken to insure that successive measurements are always made under the same conditions, i.e., at the same time of day, always with shoes removed, and using calibrated scales and measuring rods. If at all possible, teachers should accompany nurse at time of weighing and measuring and act as recorders.

The procedure for recording and plotting the information follows:

Step 1. Record name and birthdate if not already on card. Enter date of observation, age (years and months), weight and height in table at upper left.

Step 2. Plot weight from vertical (left edge of Grid) against height from horizontal (top or bottom of Grid) using red scale marks - pounds and inches. Dot or X the point in the channel where the two values cross.

Step 3. Read physique channel and compare with Key Table (clinical ratings) for physical status.

Step 4. Read developmental level from the black diagonal scale and insert this value in proper column in table at upper left. (Estimate as closely as possible.)

Step 5. Plot developmental level against corresponding actual age in auxodrome panel to right of Grid. (Boys follow blue line; girls, developing more rapidly, follow red lines. See N.B. on next page.)

Step 6. After successive measurements, connect points (dots or X's) in each Grid to make a continuous curve.

Interpretation

A. Left Grid Panel Reveals:

1. Direction or channel of growth - body type or physique.

a. Child moves through his own peculiar channel, depending on his inherited body type. Usually child moves into his own main channel at 6 - 7 years of age. From then on, in normal growth, the individual will follow along his own channel throughout his entire growth period.

b. Tolerance limits. If a child moves out of his channel more than one-half channel in a year (or more than one-half channel in ten developmental units of advancement), an immediate check by nurse and/or doctor is indicated. Variations greater than this are rarely due to normal chance.

2. Developmental level, Isodevelopmental level lines determine body size or area of body surface. These levels, which cross all channels, are read in units which are printed along the A_4 channel.

3. Speed of Growth. Normal speed or rate of physical growth is one level line per month or ten to twelve per year. (This normal rate of growth is reflected by the red dots in the "M" channel on the Grids. Note that the rate differs at different stages of physical growth.) In regard to tolerance limits, if variation in rate exceeds 3 - 4 levels per year, an immediate check by nurse and/or doctor is indicated.

B. Right Grid Panel (Auxodrome) measures comparative level of development according to age. It reveals:

1. Sex Differences. Early development is similar (black-lined channels): then girls follow red lines (1½ to 2 years ahead of boys); and boys follow blue channels.

2. Fast or Slow Developers. While each child should follow his own particular pattern of growth, those who are fast developers will fall to upper left of auxodrome, and the slow developers to lower right. Calibration in percentages on lines show what fraction of children in our population may be expected to reach any given developmental level at any given age.

N.B. A child, whose auxodrome keeps up with the 82% standard, is slightly more than a "year retarded," so far as the general population of children is concerned. This might, nevertheless, be his own natural schedule of advance, especially if the child is traversing one of the three center channels, but the question would deserve investigation. One the other hand, a child originally proceeding along or ahead of the 67% standard, whose auxodrome has lately fallen behind and no longer parallels the standards, is quite definitely ailing and needs thorough medical examination.

Interpretation (continued)

3. Basal Metabolism (in calories/day) may be read by following Isodevelopmental line, horizontally, on auxodrome panel (right Grid) to number on vertical scale on right. (M or blue for boys, F or red for girls.)

XIII. Record Sources

Children's Music Center, Inc.	5373 West Pico Boulevard Los Angeles, California 90019
Educational Activities, Inc.	P. O. Box 392 Freeport, New York 11520
Educational Record Sales	15 Chambers Street New York, New York
Educational Recordings of America, Inc.	P. O. Box 6062 Bridgeport, Conn. 06606
Folkraft Records	1159 Broad Street Newark, New Jersey 07114
Kimbo Educational Records	P. O. Box 55 Deal, New Jersey 07723

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Bucher, Charles A. and Evelyn M. Reade. Physical Education in the Modern Elementary School. New York: MacMillan Company, 1964.

Dauer, Victor P. Physical Education for Elementary School Children. Minneapolis: Burgess, 1968.

Delaware State Department of Public Instruction. Teaching to Live. Dover, Delaware: George W. Ayars, Supervisor of Health and Physical Education.

Klappholz, Lowell. Successful Practices in Teaching Physical Fitness. New London: Croft, 1964.

Neilson, Neils P. and others. Physical Education for Elementary Schools. New York: A. S. Barnes, 1966.

Schurr, Evelyn L. Movement Experiences for Children: Curriculum and Methods for Elementary Physical Education. Appleton, 1966.

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XVI. ROPE SKIPPING

Rope skipping contributes to the development of agility, coordination, rhythm and endurance. It is practical for both boys and girls from the first through the sixth grade.

Introduction of jumping through the following activities:

Mimetic games involving jumping, hopping, and skipping.

Jumping in response to commands.

Jumping as a response to music and rhythm.

Swinging a rope and jump to commands and rhymes.

Teaching hints

1. Teacher may be helpful at the start to turn the rope.
2. Explain the correct time to jump--as the rope hits the ground and slides under the feet.
3. Teach the children to jump on the balls of their feet and push the body straight up and not just bend the knees and lift the feet.
4. Tell the jumper to strive for a low and not a high jump.

Activities

Individual Rope

After the child has learned to jump, hop, and skip, he is ready to learn in progression the following:

a. Turning the rope forward.

    Jump on toes of both feet.
    Jump on the right foot.
    Jump on the left foot.
    Jump first on left, then on right, foot.
    Progress forward in a run.
    Progress forward in a skip.
    Hold one leg high - knee straight - toe pointed - jump on other foot.
    Jump with feet spread sideward.
    Jump with feet spread forward and backward.
    Double jump forward. Child makes two jumps to each turn of the rope. (one jump is made while the rope is overhead)
    Jump twice on each turn. (This necessitates fast turning.

b. All the above jumping can be done with the rope being turned backwards.

Individual Rope, Partners Jumping

Children enjoy new challenges, therefore after they learn to jump themselves, encourage them to jump with a partner. Here are a list of activities partners may do together.

1. No 1 turns the rope forward - No. 2 runs in, faces his partner, and both jump.
2. Same as above except the rope is turned backward.
3. No. 1 turns rope forward, No. 21 runs in, turns his back to partner.
4. No. 1 turns rope forward, No. 2 runs in behind partner.
5. Partners stand side by side - inside hands joined - outside hands turning the rope.
6. Partners stand side by side, clasp left hands, face opposite directions, and each turns a rope end in right hand. (For one the rope will be turning forward, for the other it will be turning backward.)
7. Jumpers stand back to back and each turns a rope end in right hand.
8. Three partners: No. 1 turns rope forward, No. 2 runs in front, No. 3 runs in behind, and all three jump the rope.

Long Rope - Two Children Turning

When the rope is turned forward toward the jumpers it is called "front door." When the rope is turned backward, away from the jumper, it is called "back door."

1. Run under rope front door.
2. Run through the back door (when running through back door jumper must make one jump.)
3. Run in front door, jump once, run out.
4. Player runs in and jumps while turner says, "Salt, pepper, mustard, cider, vinegar," increasing speed as the word "vinegar" is said.
5. "Rock the cradle." Turners do not make a complete circle with rope, but swing it from side to side in a pendulum motion. This position the jumper runs in and jumps and then runs out the other side.

Long Rope - Two Children Turning (continued)

6. "Chase the fox." Jumper instead of taking single turns until each has missed, choose a leader who goes through various jumps, all the others following in single file. Example: Fox runs under the rope without skipping, the others follow. Fox then turns and runs back. Others follow the fox who takes any jump he wants and runs out, others in turn following. One who misses takes an end.

7. "Winding the clock." Player runs in, counts from one through twelve, turning halfway around each time, and then runs out.

8. "Calling in." Jumper runs in and jumps three times, calling some one in by name on the second jump. They jump together once, and the first player runs out on the opposite side. Second jumper, in turn, calls someone in on his second jump, etc.

9. "Begging." Two players run into the rope and jump together side by side, while jumping, they change places. One player starts by saying, "Give me some bread and butter," and the other, while changing, answers, "Try my next door neighbor."

10. "Drop the handkerchief." Player runs in, and while jumping, drops his handkerchief, or another object, and on the next jump picks it up again, reciting the lines:

    "Lady, lady, drop your handkerchief.
    Lady, lady, pick it up."

Rhymes That Can Be Used

Bobby, Bobby, at the gate,
Eating Cherries from a plate.
How many cherries did he take?
One, two, three, four, five.

The jumper may run either front or backdoor and jump. Activity may be done jumping on both feet or alternating feet.

I asked my father for fifteen cents
To see the monkey jump the fence.
She jumped so high, she reached the sky,
And didn't come back 'til last of July.

The jumper does regular jumping to the first two lines. The rope is then raised and the jumper has to jump higher and higher until he runs out on the word "July."

Rhymes That Can Be Used (continued)

One, two, three, four, five, six, seven,
All good children go to heaven.
When they get there the angels will say,
"(Name of school) children, right this way."

"Fire, fire," says Mr. McGuire,
"Where, Where?" says Mr. O'Dare.
"At the barn," says Mr. Karn,
And it burns hotter, hotter, hotter....

Once children learn to jump they like to show their skill by jumping fast. This is especially true for the boys.